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ABSTRACT

This manual consists of a compilation of executive orders, policies, procedures, guidelines, and recommendations pertaining to external degree programs. The manual has been assembled in loose-leaf form to facilitate revision as policies change or additional guidelines are developed. Emphasis is placed on (1) criteria to be utilized by the Commission on External Degree Programs in considering proposals from the campuses; (2) procedures for review and approval of pilot external degree proposals; (3) guidelines for preparation of proposals requesting approval for establishment of pilot external degree programs; (4) guidelines for admission, advancement to candidacy for the degree, and evaluation for graduation in external degree programs; (5) guidelines for evaluation of pilot external degree programs; (6) guidelines for fiscal evaluation of pilot external degree programs; (7) guidelines for administration of programs; (8) educational opportunity and financial assistance; (9) various models for external degree programs; (10) questions regarding external degree programs and Commission responses. (MJM)

MANUAL OF POLICIES AND PROCEDURES

FOR

PREPARATION OF PROPOSALS AND

ADMINISTRATION OF

PILOT

EXTERNAL

DEGREE PROGRAMS

JUNE, 1973

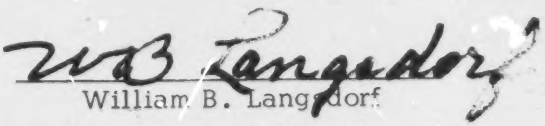
OFFICE OF THE CHANCELLOR
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
5670 WILSHIRE BOULEVARD, LOS ANGELES, CALIFORNIA 90036

THE MANUAL

The manual consists of a compilation of executive orders, policies, procedures, guidelines, and recommendations pertaining to external degree programs. The manual has been assembled in loose-leaf form to facilitate revision as policies change or additional guidelines are developed.

This has been prepared largely by the Commission on External Degree Programs in cooperation with the Division of Continuing Education. It is issued by the Division of Continuing Education on authority from the Chancellor.

It is the responsibility of the Commission to review proposals for the establishment of programs and to make recommendations to the Chancellor regarding them. The State University Dean for Continuing Education, on the other hand, is responsible for the "administrative monitoring" of programs, once they have been established. The Commission will be dissolved after the submission of its final report and many of its current responsibilities will be transferred to the Division of Continuing Education at that time.



William B. Langsdorf

Revised June, 1973

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CRITERIA TO BE UTILIZED BY
THE COMMISSION ON EXTERNAL DEGREE PROGRAMS
IN CONSIDERING PROPOSALS FROM THE CAMPUSES

The Commission is interested in considering proposals which would:

1. Extend degree- or certificate-oriented educational opportunities to people whose occupational, economic, or family responsibilities, or personal preferences do not permit them to spend major blocks of time "in residence" on a campus in existent educational programs.

2. Extend degree- or certificate-oriented educational opportunities to employees, in public or private sectors. Such programs might be cooperatively developed with employers, designed, in part, to meet employer needs, utilize employer facilities in instruction, and be subsidized by employers.

3. Demonstrate the use of new instructional "delivery systems." Such proposals might demonstrate the use of one or more media (i.e., tele-lecture) which could be used, in the future, in degree-oriented external programs. Such proposals would focus on method rather than program, and need not include a degree-oriented program.

4. Improve access to upper division college education to those segments of the population which must contend with cultural, language, economic, or educational barriers.

5. Demonstrate a cooperative undertaking between the various segments of public higher education and/or between public and private higher education.

In addition, the Commission offers the following guidelines:

1. Proposals will be welcomed from individual campuses within the CSUC system. Proposals also will be welcomed from any combination of these institutions or from these institutions in combination with the University of California, community colleges and/or private institutions of higher education. Proposals shall specify, however, from which individual university a student will receive a degree, where its services will be given, and which university service areas will be included.

2. Proposals for lower division instruction will not be acceptable, except in areas in which there is no community college able or willing to provide such instruction. An additional exception might be a program

of shared responsibility for lower division instruction cooperatively developed with one or more community colleges.

3. The Commission will look with favor, on the other hand, on proposals for external degree programs which contain provisions for the granting of lower division credit as the result of assessment rather than instruction (i.e., CLEP, assessment of on-the-job experience, etc.).

4. External degree programs shall not lead to degrees designated as external degrees. There shall be no distinctions in degree designations between those earned in on-campus programs and those earned in external programs.

5. The Board of Trustees has authorized the Chancellor to designate extension courses offered as part of pilot external degree programs as courses which will be offered for residence credit. The Commission will utilize the following criteria in recommending that extension courses be offered for residence credit:

    a. The use of regular faculty members as instructors of courses or, at least, the use of non-campus personnel as instructors approved for that purpose by the academic department offering the course;

    b. Access to adequate library facilities and other critical instructional resources;

    c. Approval of all courses and programs by the academic procedures followed at an institution for the approval of regular courses and programs.

6. The Board of Trustees has authorized the Chancellor to establish the fees for pilot external programs. Proposals for the establishment of programs must specify the fees recommended and include a budget which justifies the fees proposed. The fees will vary depending upon the following variables:

    a. The extent to which instructors are paid extension salaries for teaching in addition to their regular loads and the extent to which they are paid at their base annual rates of pay for teaching in external programs as part of their regular teaching loads. (Continuing Education revenues must be utilized to reimburse the campus in instances in which a faculty member is assigned to teach as part of his regular work load in an external program.)

b. Projected class size;

c. Travel expenses;

d. Media expenses;

e. System of instructional presentation;

f. Cost of evaluation component.

7. The Chancellor is authorized to approve the implementation of pilot external programs offering majors not included in the academic master plan of the campus. In reviewing proposals for such programs, the Commission will be interested in:

   a. Evidence regarding the expertise of faculty members in the field in which the program will be offered;

   b. The availability of qualified adjunct instructors for such programs;

   c. The adequacy of library and/or laboratory or clinical facilities needed for such programs;

   d. The affect, if any, the proposed program would have on internal CSUC programs on the proposing campus, or other CSUC institutions.

8. Proposals for programs in academic fields which are not included in the campus academic master plan (and which are not included in the core of courses which do not require review by the Coordinating Council for Higher Education), will be submitted by the Chancellor's Office to the Coordinating Council for comment and advice before it is authorized for implementation by the Chancellor.

9. All proposals must include an evaluation component. (See Guidelines for Evaluation of Pilot External Degree Programs.)

10. Provisions for credit-by-examination, or other means of assessing educational attainment, in proposals for external degree programs, will be regarded favorably by the Commission. The "courses" for which such credit would be granted should be listed in the proposal so that credit granted will be "residence credit."

PROCEDURES FOR REVIEW AND APPROVAL OF PILOT
EXTERNAL DEGREE PROPOSALS

Preparation of Proposals

1. Proposals should be prepared in accordance with Guidelines for Preparation of Proposals Requesting Approval for Establishment of External Degree Programs, which appears elsewhere in this manual.

2. Proposals are developed on campus and cleared through the necessary on-campus consultative processes before being forwarded to the Commission by the campus president.

    a. Informal contact with the campuses will be maintained by the Executive Secretary of the Commission.

    b. The Executive Secretary, and other members of the Commission, will keep the Commission and the State University Dean for Continuing Education apprised of preliminary developments taking place on the campuses.

    c. The Executive Secretary will consult with campus personnel, on request, during the proposal development phase.

3. Campuses are encouraged to send preliminary drafts of proposals to the Executive Secretary for review and consultation prior to the preparation and formal submission to the Commission of the final draft.

4. The formal proposal should be forwarded to the Commission by the campus president.

Commission's Consideration of Proposals

1. Proposals should be mailed to the Commission Office two weeks prior to the date of the meeting at which the proposal will be considered.

2. The Commission will:

    a. Mail copies of the proposal to members of the Commission for their review.

    b. Mail six copies of the proposal to the Division of Continuing Education, to arrive approximately six days before the Commission consideration, with the request that the proposal

be informally reviewed and that the results of the review be communicated to the Executive Secretary of the Commission prior to the meeting at which the Commission will consider the proposal.

3. In conducting the preliminary review, the Division of Continuing Education, consulting, as necessary, with other Divisions and the proposing institution, will accomplish the following:

   a. Examine the proposed program in terms of compliance with the administrative and policy requirements of the system and in terms of administrative feasibility.

   b. Through the Division of Academic Program and Resource Planning, determine whether the proposed program is listed on the Trustee-approved Academic Master Plan as an existing or projected program at the proposing institution.

   c. In consultation with the Division of Academic Program and Resource Planning, examine the academic components of the proposed program relative to requirements of accrediting agencies and other applicable guidelines, such as those of the Coordinating Council for Higher Education, when relevant.

   d. When the proposed program lies outside Coordinating Council core areas, or when it has no existing counterpart in a Trustee-approved Academic Master Plan, the proposal will be reviewed in terms of the academic requirements of the system.

   e. If the proposed program is one that will require review and comment by the Coordinating Council, then the Divisions of Academic Program and Resource Planning and Continuing Education will cooperate in identifying and, if necessary, securing any additional information the Coordinating Council might be expected to request in connection with its review.

4. Campus representatives will present the proposal to the Commission according to procedures stated in Section III of "Guidelines for Preparation of Proposals Requesting Approval for Establishment of Pilot External Degree Programs."

5. The Commission will review the proposal in terms of established policies, procedures and criteria, as stated in appropriate Executive Orders and in the Manual of Policies and Procedures for Preparation of Proposals and Administration of Pilot External Degree Programs, and in light of the results of the preliminary review conducted by members of the Chancellor's staff.

6. After reviewing a proposal, the Commission will:

   a. Return the proposal to the campus for further review and modification, if necessary.

   b. Forward the final proposal to the Office of the Chancellor with a recommendation for implementation (copies to the Divisions of Continuing Education and Academic Program and Resource Planning).

      If the proposal is one which requires review and comment by the Coordinating Council, the Division of Academic Program and Resource Planning will work directly with the Division of Continuing Education in securing any additional information which will be needed. Following consultation with the Division of Continuing Education, the Division of Academic Program and Resource Planning will forward the proposal to the Coordinating Council (copies to the Commission, the Division of Continuing Education, and the Vice Chancellor for Academic Affairs) and will coordinate any necessary follow-up.

7. The Vice Chancellor for Academic Affairs will review the proposal, the Commission's recommendation, the advice of the Divisions of Continuing Education and Academic Program and Resource Planning, and when appropriate, the comments of the Coordinating Council staff. The Vice Chancellor will make his recommendation to the Chancellor. The Chancellor will advise the campus president of his decision regarding implementation of the program.

GUIDELINES FOR PREPARATION OF PROPOSALS REQUESTING APPROVAL FOR ESTABLISHMENT OF PILOT EXTERNAL DEGREE PROGRAMS

I. REVIEW OF COMMISSION DOCUMENTS

It is recommended that during the course of preparing proposals that the developers carefully review all sections and documents in the Manual of Policies and Procedures for Preparation of Proposals and Administration of Pilot External Degree Programs available on the campus in the in the Office of Continuing Education.

II. CONSULTATION DURING DEVELOPMENT OF PROPOSAL

Developers of proposals, working in cooperation with the Dean of Continuing Education, may request consultation from the Commission. Clearance to do so should be obtained from your President or Vice President for Academic Affairs. Requests for consultation should be directed to:

George McCabe, Executive Secretary
The Commission on External Degree Programs
The California State University and Colleges
1801 East Cotati Avenue
Rohnert Park, California 94928
Telephone (Lease-line) 8 - 707 - 795-2421

or

Dr. Ralph Mills
State University Dean for Continuing Education
The California State University and Colleges
5670 Wilshire Boulevard
Los Angeles, California 90036
Telephone (Lease-line) 8 - 627-2393

III. SUBMISSION OF PROPOSALS

Number of Copies of Proposals

Please forward 40 copies to the Commission.

Campus proposals for pilot external degree programs, after completion of on-campus consultative processes, should be submitted by the President to:

George McCabe, Executive Secretary
The Commission on External Degree Programs
The California State University and Colleges
1801 East Cotati Avenue
Rohnert Park, California 94928

THE PROPOSAL OUTLINE

1. Name of College or University

2. Name of Program

   Provide the full and exact designation (degree or certificate terminology) for the proposed pilot program.

3. Is Program in Academic Master Plan?

   Indicate whether the proposed program is in a field which is already authorized by the academic master plan of the campus as an internal program. Programs not included as internal programs in the academic master plan may be authorized as external programs but call for additional consultation within the Office of the Chancellor. In addition, previously unauthorized internal majors which are not in "core fields" will be submitted to the Coordinating Council for Higher Education for review and advice. (See appendix for "List of Academic Programs Subject to Review of Coordinating Council for Higher Education.")

4. Programs Not Included in Authorized Master Plan

   Indicate the following for each major which is not included in the academic master plan of the campus:

   a. Faculty resources available, in terms of background and competency, and the extent to which there is a reservoir of qualified adjunct instructors which would warrant the offering of a previously unauthorized major.

   b. The library resources, including non-campus resources, which would be available to support such a new major (specified by subject areas, volume count, periodical holdings, etc.); additional resources needed; commitment of the institution to secure such resources.

c. The need to offer a new and previously unauthorized major. Indicate, if appropriate, the professional uses of the proposed degree program. Indicate provisions for meeting accreditation requirements, if applicable.

5. Sponsoring Department(s) or School(s)

Name of the department(s), division(s), school(s), or other unit(s) of the campus which would offer the proposed pilot external degree program.

6. Authors

Name, title, and rank of the individuals primarily responsible for drafting the proposed pilot external degree program.

7. Goals of the Program

Evaluation

The project will be evaluated in terms of the extent to which it meets goals established for it by its developers.

a. What is the purpose of the program?

b. What identified needs are to be met?

c. What are the evaluation standards?

Before the statement of goals is adopted in final form, it should be discussed with the project evaluator (see Guidelines for Evaluation of Pilot External Degree Programs.) The project evaluator's concern should be to encourage the proposers to state their goals with sufficient specificity to enable the evaluator to develop operationally defined objectives which will be used as bases for evaluation.

Affirmative Action Goals

Developers of proposals should plan their program goals in accord with the Commission position on Affirmative Action:

> "In their review of campus-developed proposals for new external degree programs related to employment, the Commission will give special attention to the need for a program element supporting Affirmative Action for the improved employment of women, racial minorities or the economically disadvantaged."

8. Descriptive Summary

Provide a two or three paragraph overview covering such points as:

a. Where the program (s) will be offered;

b. The students likely to be enrolled in each area;

c. The number of faculty members and full-time faculty equivalents involved;

d. The number of cooperating agencies, and type of instructional program (e.g., delivery system) to be offered.

9. Criteria

Examine the first five paragraphs of the Commission document, "Criteria to be Utilized by the Commission on External Degree Programs in Considering Proposals from the Campus." Which of these five criteria will the proposal satisfy? Explain.

10. Consortium

If the program is to be conducted through consortial arrangements, explain, in detail, the agreements which have been reached. What will be the responsibility of each of the participating institutions? From whom will a student receive the degree? Where will the services of each of the campuses be offered? Which campus service areas will be included, etc.?

11. Enrollment, Admissions and Graduation Procedures

Refer to the section of the manual on Admissions, including Executive Order #166. Indicate the manner in which the requirements of the Executive Order and the Guidelines will be met. Specifically indicate:

a. The requirements for enrollment in courses offered as part of the pilot program.

b. The requirements for admission to the program.

c. The requirements for advancement to degree candidacy including the evaluation procedures to be utilized.

d. The requirements for the awarding of the degree and the evaluation procedures to be used.

e. Agreements reached with the campus Office of Admissions and Records regarding record keeping and notification responsibilities, within the requirements specified in the Guidelines.

The provisions of the Executive Order and the Admission Guidelines cannot be applied literally to non-traditional programs which do not rely on the accumulation of course credits, per se. However, the proposal should indicate in detail the procedures which will be followed to meet the intent of the Executive Order and Guidelines.

12. Academic Quality

Provide evidence and justification to support the campus position that the proposed pilot program will be a program which meets the standards of The California State University and Colleges for academic quality. Criteria such as the following would be relevant:

a. Instruction will be offered primarily by regular members of the faculty. Or, if use will be made of instructors who are not regular members of the faculty, is there assurance that the qualifications of instructors will be assessed by the faculty of the academic department responsible for the instruction, and their appointments approved by the department?

b. Will there be an identifiable core of faculty members responsible for the continuous evaluation of the curriculum and the assessment and certification of the students enrolled?

c. Will access to adequate library facilities and other critical instructional resources be made available?

d. Describe, specifically, the grading system you propose to use in this program. Is it in accord with the policy approved for your campus, or are you requesting the approval of the Chancellor for a grading system for this program which will be an exception to the general policy for your campus? If so, include here a statement of the rationale on which your request is based.

13. Level of Instruction

Indicate whether instruction will be upper division, graduate, or both. Proposals for lower division instruction will not be acceptable, except in areas in which there is no community college able or willing to provide such instruction. An additional exception might be a program of shared responsibility for lower division instruction cooperatively developed with one or more community colleges. If this is the case, a full explanation should be given of the consultation which has taken

place with the community college, and the agreements which have been reached. On the other hand, the Commission will look with favor on proposals for external degree programs which contain provisions for the granting of lower division credit as a result of assessment rather than instruction, i.e., CLEP, assessment of on-the-job experience, or education and training received in non-academic settings.

14. Use of Media

A variety of approaches to the use of technological media may be planned. Type, manner, and extent to which media might be used in combination with a variety of approaches which could provide live interaction between instructor and student, and student and student, should be indicated.

15. List of Required Courses in Program

List the courses which will be required of all students in the program. Indicate with an asterisk those courses which are not offered within the regular curriculum of the campus but which are to be offered only within the external degree pilot program. Lists should include courses for which credit will be earned through examination or assessment.

16. List of Courses - Related Field Requirement

List, as above, including the asterisks, those courses which will be offered to satisfy related field requirements for the program.

17. Electives

List as above, including the asterisks, those courses which will be offered as electives.

18. Cycle of Curricular Offerings

a. Indicate the proposed beginning and ending dates of the pilot program.

b. Indicate the proposed date by which the pilot program would be considered for inclusion in the academic master plan of the campus as a regular external offering.

c. Indicate the probable number of semesters (and summer sessions) which will be required for a student to complete the curriculum leading to the bachelor's or master's degree.

d. Indicate how many "cycles of beginning students" will be admitted during the pilot phase. (For example, if it is anticipated that is will take three years for the typical student to complete the curriculum, will beginning students be admitted during the second, third, fourth, and fifth years of the pilot?)

e. Indicate, by course number and title, the planned sequence of course offerings which will be made available to students. This sequence should be broken down by semester or quarter, and summer sessions over a three or four year period.

f. Indicate, specifically, what commitment, if any, will be made to students who begin the program that courses will continue to be offered enabling them to complete the program. If commitments are to be subject to contingencies, what, specifically, are these contingencies and how will they be communicated to students? If commitments are to be made to students in the first year of the program, but decisions are to be made at a later date regarding the nature of the commitment to be made to students admitted in subsequent years, this should be indicated. The college or university should prepare a Memorandum of Understanding regarding these matters which should be signed by an official of the institution and each student as a degree candidate. Or, the letter notifying a student of his admission to the program should specify the contingencies which will be associated with the continuation of the program. Sample copies of the Memorandum of Understanding, or the letter of notification should be included as an appendix to the proposal.

g. Indicate the extent to which the campus is prepared to commit itself to offer the courses in accordance with the schedule indicated in paragraph e., above. (e.g., Is the program planned in such a way that the extension courses listed in the schedule will be offered, even though enrollment falls below a level which would make a specific course self-supporting? If "other provisions" will be made to protect students if courses are to be cancelled for low enrollment, the nature of the "other provisions" should be stated.)

19. Faculty Utilization

a. Specify the number of full-time faculty equivalent positions which will be utilized for each of the semesters or quarters of the pilot program.

b. Specify the number of individuals who will teach in the program each semester or quarter.

c. Compare the ratio between regular faculty and part-time instructors.

d. Compare "c." above, with the utilization of part-time faculty in the regular programs of the campus in comparable majors.

e. Estimate the extent to which faculty will:

i. teach in this program as part of their regular teaching loads (reimbursed assigned-time).

ii. teach in addition to their regular loads for extra compensation at regular extension salaries.

iii. engage in a combination of "assigned-time" and extension teaching.

20. Estimated Enrollment

a. Estimate by semester (quarter) for the duration of the pilot period the number of students who will:

i. enroll in courses in the external program.

ii. be admitted to the program.

iii. be advanced to degree candidacy.

iv. be awarded degrees.

21. Fees

a. Specify amount of the semester unit or quarter unit fee you will recommend for extension courses offered in external degree programs.

b. Explain if your proposed plan is to utilize the regular summer session fee. If not, what fee do you recommend for summer session courses taught as part of the external degree program? Or, do you plan to utilize the extension mechanism (rather than the summer session) during the summer period?

c. If fees are to be tied to something other than quarter or semester units, explain your fee plan in detail. (Fees per unit may not be appropriate for innovative models of instruction and/or assessment which are not based on units of credit, per se.)

22. The Budget

Refer to the section of the manual entitled Guidelines for Fiscal Evaluation of Pilot External Degree Programs and complete and include with this proposal Fiscal Forms 1 and 2.

a. If the proposal calls for instructional models which would not follow the traditional format of fifteen hours of classroom contact per semester for each student credit hour and faculty teaching unit earned, the budget should indicate the fee and salary structure which would be proposed (e.g., independent study with summer sessions, credit by assessment, etc.). Deviate from Fiscal Forms 1 and 2 as necessary to explicate in detail what it is you propose.

b. Salaries need not be tied to units of teaching. For some models of instruction or assessment this would be inappropriate. However, salaries must be paid for work performed in terms of unit equivalents. Thus, three hours per week of faculty time (45 hours per semester; 30 hours per quarter) is the equivalent of one unit of teaching time warranting one unit of extension pay. This formula is equally applicable to compensation of faculty for instructionally related duties such as coordinating, planning, advising, etc.

c. Please certify that no faculty member will be compensated for the equivalent of more than six units per academic year of extension pay including compensation for instruction and instructionally related duties, in addition to his regular teaching load and regular compensation.

23. Service Region

Does the campus plan to offer the program in areas which are within the geographic service region of other campuses? If so, indicate the content of the discussion with appropriate administrators at the other campuses.

24. Consultation with Other Sectors

Will the proposed program affect community colleges or private institutions in the campus' service region? If so, indicate the content of consultations with appropriate administrators in these institutions.

25. Project Evaluator

a. Name and position.

b. Briefly describe his background in terms of his competence in the field of evaluation and research.

c. Is project evaluator otherwise involved in the work of the project?

d. Describe manner of reimbursement.

26. Evaluation Design

The support of the Academic Senate, CSUC, of the external degree program concept has been contingent, from the outset, upon a commitment by the Commission to arrange for systematic and rigorous evaluation of pilot programs. Proposers are asked to review the Commission document, "Guidelines for Evaluation of Pilot External Degree Programs" included elsewhere in this manual. All proposals must include an evaluation design.

27. Certificate Programs

The Commission will review only those certificate programs in which it is proposed that residence credit be awarded. Programs which award extension credit only, do not require off-campus approval. If residence credit is proposed, the need for such credit should be thoroughly explained.

Certificate programs may be:

a. A professional or occupational sequence of courses which constitute part of a degree program;

b. A self-contained sequence of professional or occupational courses which are not part of a degree program.

Certificate programs which are part of a degree sequence might be made available to students who:

a. Are not interested in or able to complete the non-professional liberal arts offerings which would be part of a degree program;

b. Have already earned a bachelor's or master's degree who are not interested in a second degree.

If the pilot external degree propósal is for a certificate program only, this should be stated at the outset and the above outline followed, as appropriate.

If a certificate is to be offered as part of a degree program, the nature of the certificate option should be described here.

Proposers of certificate programs should explain in what way the certificate would be of value. Will it be related to career advancement? Is it relevant to licensure requirements? The Commission does not want to encourage the proliferation of certificates which would serve no function.

28. On-Campus vs. Off-Campus Programs

No external program should be offered on campus in a field in which a self-contained evening or weekend program is offered through state-support even if the admissions quota for the internal program is filled. An exception to this regulation would be external programs which utilize the media or independent study and require attendance at campus seminars--usually on Saturdays--two or four times per semester. Many such programs will serve vast geographic areas in a manner which would not be possible for regularly scheduled on-campus classes.

Before establishing an external program on or near campus, the campus should explore the possibility that the need could be met at less cost to the student through a systematic rescheduling of courses in the evenings and weekends without lessening the educational services made available to full-time students.

Proposals should respond to the following questions:

a. Will the program be offered on or near campus? If so, will it be competitive with a self-contained evening or weekend program offered under state-support?

b. If a state-support program designed for adult part-time students is not being offered, what consideration is being given to the possibility of rescheduling day classes so that part-time students, over a period of years, will be able to plan to complete all requirements for the degree by evening or weekend attendance?

c. Is the proposed program, if it is to be offered on or near campus, one which is not offered in the regular program of the campus, or one which will meet the specific needs of a particular occupational or professional group in a manner which would not be possible within the regular program--e.g., admission limited to members of the group or to those with special admissions qualifications?

GUIDELINES FOR ADMISSION, ADVANCEMENT TO CANDIDACY FOR THE DEGREE, AND EVALUATION FOR GRADUATION IN EXTERNAL DEGREE PROGRAMS

The intent of the Commission is that each campus have maximum flexibility in developing procedures for admissions, advancement to candidacy for the degree, and evaluation for graduation within the limitations of Executive Order No. 166: Admission to External Degree Programs. A copy of this Executive Order is attached.

Financing of Admission, Evaluation, and Record-Keeping Functions

The Office of Admissions and Records on each campus should be reimbursed for the special costs of such functions as: recording enrollments and grades, processing applications for admission, evaluating transcripts, preparing transfer credit summaries, checking for eligibility for admission, checking completion of requirements for the awarding of the degree, recording the degree, and preparing the diploma.

No application fee shall be charged to students seeking admission to external degree programs. The amount of the unit fee charged should be sufficient to defray admission, evaluation, and record-keeping overhead charges.

Admission Status of External Students

Students are admitted to an External Degree Program in accordance with the provisions of Executive Order No. 166: Admission to External Degree Programs. All external degree program policies and procedures relating to admissions, advancement to candidacy, and evaluation for graduation, shall adhere to the requirements of this Executive Order. Common admission quotas do not apply to applicants for External Programs, and external students enrolled in self-support programs will not be counted as FTE, for an institution's workload budget requests.

Enrollment and Admissions Procedures

1. Enrollment in Courses: Course enrollment requirements are to be determined by the campus preparing the proposal. Enrollment requirements may be established for each separate course, or for all courses in the program. Each pilot program proposal shall specify requirements for enrollment in the extension and summer session courses which are part of a pilot program.

For example, enrollment may be limited to employees of a particular agency or firm, or individuals in certain occupations, or with certain kinds of academic or experience backgrounds. On the other hand, enrollment in courses may be open to anyone, or open to anyone after enrollment of prospective degree candidates has been completed.

These are matters to be determined locally and specified in the proposal for the program.

2. Requirements for Admission to External Programs: Each pilot program proposal shall specify requirements for admission to the external degree program. (Requirements for admission to the degree program may or may not be the same as enrollment requirements for specific courses or all courses.)

Executive Order No. 166 requires that a candidate for a degree through an external program must file his application for admission to the program with the Office of Admissions and Records prior to the time he has completed, in the program, nine semester units which he intends to count toward the degree. The Executive Order also specifies that students admitted to an external degree program shall meet the following requirements for admission to the degree program:

a. Have completed a minimum of 56 semester units, or the equivalent, of transferable college credit. This requirement shall not apply in programs of testing or assessment in which instruction is not offered, nor in the case of lower division programs of instruction conducted in cooperation with appropriate community colleges;

b. Be individuals whose maturity, experience, previous academic background, and scholastic aptitude indicate a probability of success in the external curriculum; and

c. Be a person who, by reason of geography, employment, family responsibilities or other personal circumstances, would find it difficult to spend extensive periods of time "in residence" on a college campus; or who are employees of a particular firm, agency, institution, or occupational group for whom an external curriculum has been designated.

Within the limits of these general requirements, each pilot program proposal shall state the specific requirements for admission to the degree program being proposed, and the method(s) to be used to verify that each student meets the admission requirements specified for the program.

3. Time of Admission to External Programs: Each pilot program proposal shall specify the point in the student's progress toward the degree that he or she shall file an application for admission to the program (e.g., at the time the student enrolls in the first course; at the time the student has completed six semester units in the program, etc.). As indicated above, Executive Order No. 166 requires that the prospective degree candidate file an application for admission "prior to the time he or she has completed nine semester units or equivalent of work in an external degree program which the student wants credited toward his degree." However, the campus may require that applications be filed sooner.

4. Documents in Support of Applications for Admission: Each pilot program proposal shall specify what documents students will be required to submit in support of an application for admission (e.g., official transcript(s) of record, records of employment, letters of recommendation, verification of professional experience, portfolio, etc.). In responding to this requirement, consideration should be given to the specified requirements for admission to the program.

5. Processing Applications for Admission: Each pilot program proposal shall describe the procedures to be used in distributing, collecting, processing, and evaluating applications for admission (and related materials, as appropriate). The processing and evaluating of admission documents will require the joint efforts of the sponsoring academic unit(s), the Office of Continuing Education and the Office of Admissions and Records. The roles and responsibilities of each should be developed prior to the submission of pilot program proposals.

6. Notification of Admission: Each pilot program proposal shall specify the institutional officer having the responsibility of notifying the student whether his application for admission has been approved or denied.

7. Forms for Application for Admission: Forms for application for admission to pilot external degree programs are available from the State University Dean for Continuing Education at the Chancellor's Office.

8. Requests for Advancement to Candidacy: Advancement to candidacy will be made by the campus on the basis of a review of the candidate's work and by other means designed to determine whether the quality of the student's academic preparation will enable him or her to complete requirements for the degree in accordance with academic standards which are comparable in quality to those established for regular programs.

   In order to satisfy these requirements, each program proposal shall specify:

   a. Requirements for advancement to candidacy for the degree;

   b. The documentation (if any) the student shall submit in support of an application for advancement to candidacy;

   c. The methods and procedures to be used in conducting a review of the student's work; the methods to be used to verify the quality of the student's work and to determine whether he or she is capable of completing requirements for the degree in accordance with the provisions of Executive Order No. 166. (These may include reviews by professional committees, faculty juries, oral or written examinations, etc.)

   d. The point in the student's progress toward the degree that he or she shall file an application for advancement to candidacy (e.g., immediately after half the course work has been completed; at the time the student makes application for graduation, etc.). Executive Order No. 166 specifies that the application shall be submitted after the student has completed at least half of the upper division or graduate courses which will be counted toward the degree.

   e. Who or what body is responsible for verifying that each step in the process of evaluating a student's application has been completed in accordance with the method specified.

9. The Form for Advancement to Candidacy: Each pilot program proposal shall contain a copy of the proposed form requesting advancement to candidacy for the degree which shall be developed in accordance with the guidelines issued by the State University Dean for Continuing Education.

10. Notification of Advancement to Candidacy: Each pilot program proposal shall specify the institutional official having the responsibility for notifying the student whether his application for advancement to candidacy for the degree has been accepted or denied.

11. Graduation Evaluation Procedures: Each pilot program proposal shall include an Application for Graduation form developed by the institution. This form will specify all requirements for graduation and may be combined with the application for advancement to candidacy.

    Each pilot program proposal shall specify the official responsible for notifying the student whether or not he or she has satisfied all requirements for graduation.

12. Recording Credits Earned in External Degree Programs: Executive Order No. 166 provides that credit earned in external programs shall be recorded as follows:

> Credit earned on permanent records shall be identified on those records with the notation: "Credit earned in a continuing education program (extension or summer session) for residence credit pursuant to an External Degree Program."

    Credits earned in External Degree Programs should appear on regular institutional transcripts, in the same manner as summer session units and be footnoted to indicate that they were earned through External Programs.

13. Non-Traditional Programs: Proposals for non-traditional external programs (in which the degree will be awarded by means other than the accumulation of course credits, etc.) shall include the procedures which will be used to meet the provisions of Executive Order No. 166 and these guidelines, with respect to the admission of students to external programs, their advancement to full candidacy, and the final evaluation of their academic attainment.

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
5670 Wilshire Boulevard
Los Angeles, California 90036

December 18, 1972

TO: Presidents

FROM: Glenn S. Dumke S/ GSD
Chancellor

SUBJECT: Executive Order No. 166:
Admission to External Degree Programs

Attached is a copy of Executive Order No. 166, Admission to External Degree Programs, which establishes systemwide policy and procedure for admitting students to an external degree program offered by a campus of The California State University and Colleges.

In accordance with 5 California Administrative Code Section 40700, students enrolling in extension and summer session courses offered in external programs leading to degrees need not meet the requirements for admission which have been established for admission of regular students to a campus.

Because admission to an external degree program does not constitute admission to the campus, such admission will not follow common admission procedures of The California State University and Colleges. A separate application form for these programs is currently being developed by the Division of Continuing Education in cooperation with Admissions Services.

Specific prerequisites for enrollment in extension and summer session courses which are part of external programs may be established for each course, or for all courses in each external program, in the same manner as has always been true for extension and summer session courses.

The Office of Admissions and Records on each campus shall be reimbursed from Continuing Education funds for the [actual] cost of recording enrollments and grades, processing applications for admission, evaluating transcripts, preparing transfer credit summaries, checking for eligibility for admission, checking completion of requirements for the awarding of the degree, recording the degree, and preparing diplomas.

Questions regarding this Executive Order should be addressed to Dr. Ralph D. Mills, State University Dean, Continuing Education.

GSD:sn

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Y

cc: Vice Presidents for Academic Affairs
Deans of Continuing Education
Deans of Students
Associate Deans, Admissions and Records
Chancellor's Staff

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
5670 Wilshire Boulevard
Los Angeles, California 90036

December 18, 1972

Admission to External Degree Programs
Executive Order No. 166

Admission of students to external degree programs offered by any campus of The California State University and Colleges shall be governed by the following policies and procedures. In accordance with 5 California Administrative Code Section 40700, external degree students are not admitted to a campus as regular students, but are admitted to an external degree program in accordance with the provisions of this Executive Order.

1. Specific requirements shall be developed for admission to each external degree program which shall be appropriate to the students to be served and the curriculum to be offered.

2. In addition, all students admitted to such programs shall meet the following requirements:

   A. Have completed a minimum of 56 units of transferable college credit. This requirement shall not apply in programs of testing or assessment in which instruction is not offered, nor in the case of lower division programs of instruction conducted in cooperation with appropriate community colleges;

   B. Be individuals whose maturity, experience, previous academic background, and scholastic aptitude indicate a probability of success in the external curriculum; and

   C. Be persons who, by reason of geography, employment, family responsibilities or other personal circumstances, would find it difficult to spend extensive periods of time "in residence" on a college campus; or who are employees of a particular firm, agency, institution, or occupational group for whom an external curriculum has been designed.

3. The application for admission to the external degree program shall be filed by a prospective candidate prior to the time he or she has completed nine semester units or the equivalent of work in an external degree program which the student wants credited toward his degree.

4. Each campus shall develop an application for advancement to full candidacy (external degree program) in accordance with guidelines to be issued by the State University Dean of Continuing Education. This application shall be submitted after the student has completed at least half of the upper division or graduate course work which will be counted toward the degree.

5. Advancement to full candidacy will be made by the campus on the basis of a review of the candidate's work and by other means designed to determine whether the quality of the student's academic preparation will enable him or her to complete requirements for the degree in accordance with academic standards which are comparable in quality to those established for regular students.

6. The campus shall develop procedures for a final evaluation of the academic attainment of candidates for the degree prior to recommending award of the degree. The proposal to establish an external degree program shall specify the procedures which will be used to perform the final evaluation.

7. Proposals for external programs in which the degree will be awarded on the basis of the passing of examinations, or by means other than the accumulation of course credit, shall include the procedures which will be used to meet the provisions of this Executive Order with respect to the admission of students to external programs, their advancement to full candidacy, and the final evaluation of their academic attainment.

8. Credit entered on permanent records shall be identified on those records with the notation: "Credit earned in a continuing education program (extension or summer session) for residence credit pursuant to an external degree program."

Dated: December 18, 1972

S/Glenn S. Dumke
Glenn S. Dumke, Chancellor

No. 166: Admission to External Degree Programs

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GUIDELINES FOR EVALUATION OF PILOT EXTERNAL DEGREE PROGRAMS

All Proposals Should Contain an Evaluation Component

All proposals for pilot external degree programs submitted to the Commission should contain an evaluation component. The Commission suggests that:

1. Approximately 10% of the annual budget of a pilot program should be allocated to evaluation. The actual percentage will vary from project to project in terms of the type and size of the project and the complexity of the evaluation design.

2. A faculty member competent in the field of evaluation and research be selected as project evaluator, and that he be a person who is not otherwise involved in the work of the project. (The Commission realizes that, in the instance of small projects, the budget may not be sufficient to finance a separate evaluator. In such instances, it will either be necessary to compromise the guidelines or to request separate funding for evaluation.)

3. Campus units considering the development of a proposal for a pilot external degree program be urged to identify the program evaluator before work actually begins on the proposal. Because the substance of the proposal is integrally related to its evaluation design, the project evaluator could, if identified sufficiently early, contribute much to the development of a sound, thorough proposal.

4. The project evaluator, in consultation with the project director and the local dean for continuing education, should develop a detailed budget for the evaluation component. The evaluation design should be developed before the budget for the evaluation design has been determined, and not the reverse. The evaluation budget should be submitted with the evaluation design as an integral part of the proposal.

The Guidelines Are Not Shackles

The materials which follow are intended as guidelines; not shackles. Each campus has a reservoir of faculty members competent in the fields of educational research and evaluation. The guidelines exemplify the type of evaluation in which the Commission is interested. Competent evaluators are free to develop their own research designs and methodology. The principles of evaluation are generic and, we assume, would be observed by all competent evaluators. However, the design to be utilized should be fully explicated and included with the proposal.

Goals of the Project

These should be stated by the proposers. Before they are adopted in final form, they should be discussed with the individual who will be the evaluator. His concern will be to encourage the project proposers to state their goals in terms which are as operational as possible. But, the goals are the property of the proposers and should be stated by them.

Objectives

Objectives should be developed from the more generally stated "Goals of the Project." Objectives should be stated in operational language--i.e., they should be measurable, rateable, observable, or countable. Objectives should be developed from the more important goals. Characteristically, staff and budget limits will prevent the development of objectives for everything set forth in the goals. In addition, goals often contain "flights of rhetoric" which cannot be translated into behavioral objectives. (This is less likely to happen if the project evaluator is regularly consulted during the period in which the proposal is being developed.)

Ideally, objectives should be developed cooperatively by the people responsible for the project and the evaluator. Evaluators should be cautioned against writing objectives which are not understood, or agreed to, by the people responsible for the project. Conversely, objectives should not be adopted by project personnel which have not been agreed to by the evaluator.

The evaluator will be concerned with matters such as the following:

1. Is the objective measurable, countable, observable, or rateable? In other words, is its operational meaning clear? At the time of his report, will he be able to state that the objectives has or has not been met? (For example, if "individualized instruction" is a goal, specific indicators of individualized instruction must be stated--things which should happen and which can be recorded so that the evaluator will be able to say that individualized instruction, as defined by the objectives, did or did not take place.)

2. Is the objective an adequate indicator of the goal, or of an aspect of the goal?

3. Are the criteria which are established adequate?

Process Objectives

Process objectives should state in specific terms the kinds of educational processes in which the project is going to engage. They should consist of a series of specific statements of what it is intended that the project will do.

For example, a process objective might read:

> Process Objective No. 1: Enrollment of Students
>
> One hundred students will be admitted to the "External Degree Program in Public Administration" in the fall semester, 1973, and each will be enrolled in one or more courses offered within the program.
>
> Data: a. Applications for admission on file in the department office.
> b. Class rosters in the Office of Continuing Education.
>
> Criterion: Certification by the evaluator that 100 of the students whose applications for admission are on file are listed on class rosters for one or more classes in the external degree program.

In other words, there should be process objectives for each of the major features of the proposed program as described in the narrative of the proposal.

> How many students?
>
> How many courses or, even better, which courses?
>
> Where will the classes be held?
>
> If unique instructional delivery systems or instructional methodology are an important part of the proposal, process objectives describing these should be written--in specific, operational terms.
>
> The methods to be used for the evaluation of student performance. When, where, how, by whom?

Process objectives should be written to specify:

1. What is to be done.
2. Who is to do it.
3. The nature of the evidence to be used to indicate that it has been done. (i.e., what records are to be maintained, by whom, etc.)

4. Who will examine the evidence. By what method. When.

5. What criteria are to be used as evidence of fulfillment of the objective.

Outcome Objectives

"Outcome Objectives" should be specific, operationally stated objectives which are indicators of the attainment (or lack thereof) of the educational goals of the project.

Stated differently, the process objectives are the independent variables (the educational intervention intended to produce change) and the outcome objectives are the dependent variables (measures of the change which has taken place).

An example of an outcome objective would be:

Outcome Objective No. 1: Student Learning

Objective: Students in the external degree program will demonstrate a level of learning in public administration which is at least equal to that of students in the on-campus program.

Method of Evaluation: Students enrolled in P.A. 401, 402, 403, and 404 will be administered the same final examinations as students enrolled in the on-campus courses. A panel of three faculty members will rate the examination papers "blind"--i.e., there will be no indication on the paper whether the student is "on campus" or "external." Papers will be rated on a scale of excellence from 1-5, based on the following forced choice distribution:

Rating	% of Students
5 (highest)	4
4	19
3	54
2	19
1 (lowest)	4

Each student's score will be the mean score of his three ratings for each class.

Criterion: The objective will be adjudged as having been met if:

a. In each course, there is no statistically significant difference between the mean scores of the two groups, or if the mean score of the "external" group is higher.

b. There are no statistically significant differences between the proportion of students receiving 4 or higher, 2 or lower, or if the "external" group has a larger proportion of students with a rating of 4 or 5, and a smaller proportion with ratings of 1-2.

Data Collection: Students will be given "blue books" with code numbers assigned by the evaluator. Completed blue books are to be returned to the evaluator for data analysis.

The hypothetical outcome objective presented above is for illustrative purposes. It takes a rather traditional approach to evaluation. This is not to suggest that this is the only kind of objective which would be desirable. Others which could be used might be:

1. Criterion referenced measures of learning;

2. Norm referenced measures of learning;

3. Rating scales completed by experts, after observing video-taped counseling interviews, which would evaluate the effectiveness of student counselors in terms of predetermined behavioral criteria.

It should be emphasized that the kinds of objectives which are written should reflect the goals which have been proposed. These possibilities will not be belabored in this paper. The goals should determine the objectives. The need for evaluation should not warp the goals. It is the job of the evaluator to work with project proposers in developing objectives which state the latter's goals in operational terms--or, at least, which specify operational indicators of these goals.

Project developers probably will not have the budget or staff to develop objectives for all of their important goals. They should select only the number of objectives which are within their resources. This probably will mean that they will limit themselves to the most easily measurable of their most important goals.

Baseline Data

Outcome objectives ought to be prepared in terms of a baseline. Because external degree programs are programs which lead to certification (e.g., BA, MA, professional certificate) they should have evaluation designs which demonstrate more than growth from some pre-test baseline. Other comparisons (or absolute goals) will be necessary.

Ordinarily evaluation will be in terms of one of the following three approaches to assessment:

1. Knowledge at least equal to a comparable accepted program (e.g., the on-campus program described in the previous illustrative knowledge objective).

2. Knowledge as defined by generally accepted national norms (e.g., the Graduate Record Subject Examination).

3. Mastery of knowledge and skills, without comparison to other groups. The knowledge and skills defined would require support drawn from the literature (comparable to the concept of curricular validity in achievement testing). Assessment by experts (their credentials as experts should be explicitly stated) should be in terms of explicitly stated criteria, and should be checked for reliability through independent multiple ratings.

All three approaches are subject to criticism from researchers. For example, the Graduate Record Examination in a particular field may be a good predictor of success in graduate school (some graduate programs), but may be subject to criticism as an inadequate measure of the learning which takes place in a given program.

The type of design which is chosen will be determined by the kinds of goals which are stated.

Statistical Treatment of Data

These guidelines deliberately avoid a technical discussion of various designs for the treatment of data such as parametric vs. non-parametric designs, the use of co-variance models in comparing experimental and control groups with dissimilar baselines. It is assumed that project developers will realize the importance of selecting as project evaluators faculty members who are technically qualified to make decisions regarding the proper statistical models to use.

Time-Line

Pilot external degree programs will have several phases. Almost all will extend beyond a period of one academic year. The length of the pilot program, the contingencies which, if satisfied, will lead from Year 1 to Year 2, etc. should be specified. It may take, on the average, four years for students admitted to Year 1 to complete the program leading to the degree. Will new students be admitted in Year 2, 3, and 4? Will such admittance depend on the success (educational or economic) of the program in Year 1?

While the Commission does not expect a fully developed PERT chart, it does want a time-line which will state explicitly the length of the pilot program, and which will state specifically the major processes to be performed, over time.

Consultation with the Commission

The Commission is prepared to consult with project proposers at all phases of development of proposals--by telephone, by mail or, within the limitations of the time of a small staff, in person. Initial drafts, rough drafts, etc., are welcomed.

Inquiries should be directed to:

Dr. George E. McCabe
Executive Secretary
The Commission on External Degree Programs
1801 East Cotati Avenue
Rohnert Park, California 94928

Lease-line 8 - 707 - 795-2421

Consultation with Other Project Evaluators

Individuals engaged in the preparation of evaluation designs would undoubtedly find it particularly helpful to consult with the evaluators of other projects. Names of project evaluators can be obtained from the Commission Office.

REFERENCES WHICH MAY BE HELPFUL

McAshan, H. H. Writing Behavioral Objectives. Tallahassee, Florida: Florida Educational Research and Development Council, 1969

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962

Propham, James; Elliot Eisner; Howard Sullivan; and Louise Tyler Instructional Objectives. Washington, D. C.: Rand, McNally and Company, 1969

Yelon, Stephen L. and Roger O. Scott A Strategy for Writing Objectives. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1970

GUIDELINES FOR FISCAL EVALUATION OF PILOT EXTERNAL DEGREE PROGRAMS

PROPOSALS - FISCAL EVALUATION COMPONENT

All proposals for pilot external degree programs should be accompanied by a fiscal evaluation component which should indicate the institution's projected expenditures and revenues for one full cycle of the program. This information should be reported on the forms listed below:

1. Pilot External Degree Program Summary of Projected Expenditures (Fiscal - 1); and,

2. Pilot External Degree Program Fiscal Analysis Report: Projected Expenditures and Revenues (Fiscal - 2).

The details of these reports may vary from program to program.

APPROVED PROGRAMS - FISCAL REPORTING

Once pilot programs are authorized periodic reports of revenue and expenditures will be required on the following forms:

1. Pilot External Degree Program Summary Report: Actual Program Expenditures (Fiscal - 3). The details of this report may vary from program to program;

2. Pilot External Degree Program Course Revenue Report (Fiscal - 4).

Reports should be prepared for each program and, if the program is offered in more than one location, for each program site.

While these reports will be submitted to the Commission and to the Division of Continuing Education in the Chancellor's Office on the basis of a schedule suggested by the proposing institution, reports will be expected at least once each fiscal year. They may be requested more frequently by the Commission or by the Chancellor's Office.

FISCAL - 1

PILOT EXTERNAL DEGREE PROGRAM
SUMMARY OF PROJECTED EXPENDITURES

Institution _____ Program Title _____

Location of Program _____

Period Covered by Summary: From _____ 19____ To _____ 19____

Submitted by _____ Date Submitted _____
(Name and Position)

EXPENDITURE AREAS — PROJECTED EXPENDITURES

Personal Services

Instruction
Faculty
Reimbursed
Extension
Summer Session
Graduate Assistants
Student Assistants
Work Study
Technical
Clerical
Temporary Help

Academic Support
Student Services
Student Advising
Student Assistants
Temporary Help
Student Evaluations
Student Assistants
Temporary Help

FISCAL - 1

EXPENDITURE AREAS	PROJECTED EXPENDITURES
Personal Services (Continued)	
Academic Support (Continued)	
Library	
Student Assistants	
AV/TV Services	
Student Assistants	
Computing Services	
Student Assistants	
Institutional Support	
Executive Management*	
Project Developer	
Project Coordinator	
Project Evaluator	
Student Assistants	
Clerical	
Temporary Help	
Total Salaries and Wages	
Staff Benefits	
Retirement	
OASDI	
Health Insurance	
Total Personal Services	
Operating Expense and Equipment	
Instruction	
Supplies and Services	
Equipment (Rented and Purchased)	
Printing	
Printing and Duplicating (On Campus)	
Special Lecturers	

* Charge only those items listed immediately below categories marked with asterisks.

FISCAL - 1

EXPENDITURE AREAS	PROJECTED EXPENDITURES
Operating Expense and Equipment (Continued)	
Instruction (Continued)	
Telephone	
Postage	
Travel (In-State)	
Academic Support	
Student Services	
Advising	
Supplies and Services	
Printing	
Travel	
Evaluations	
Supplies and Services	
Printing	
Travel	
Library	
Supplies and Services	
Postage	
AV/TV Services	
Supplies and Services	
Computing Services	
Supplies and Services	
Institutional Support	
Executive Management*	
Project Development	
Supplies and Services	
Printing	
Travel	
Project Coordination	
Supplies and Services	
Printing	
Postage	
Telephone	
Travel	

* Charge only those items listed immediately below categories marked with asterisks.

FISCAL - 1

EXPENDITURE AREAS	PROJECTED EXPENDITURES
Operating Expense and Equipment (Continued)	
Institutional Support (Continued)	
Project Evaluation	
Supplies and Services	
Printing	
Travel	
Service from Other Agencies	
Central Administration OH	
Campus Support OH	
Office of Continuing Education Support OH	
General Administrative Services*	
Space Rental	
Total Operating Expense and Equipment	
TOTAL EXPENDITURES	

* Charge only those items listed immediately below categories marked with asterisks.

FISCAL - 2

PILOT EXTERNAL DEGREE PROGRAM
FISCAL ANALYSIS REPORT

Projected Expenditures and Revenues

Institution_____ Program Title_____

Location of Program_____

Period Covered by Report: From_____ 19_____ To_____ 19_____

Submitted by_____ Date Submitted_____
(Name and Position)

---

1. Total Projected Program Expenditures for Report Period: $_____

2. Basic Student Fee Proposed: (Check as appropriate below)

   ( ) Per Unit Fee
   ( ) Per Semester Fee
   ( ) Per Year Fee
   ( ) Per Program Fee

   $_____

3. Number of Students Required to Support Proposed Program: _____

4. Anticipated Source of Revenue:

   A. Student Fees (List types of fees below)

   (Type)_____ Revenue: $_____

   (Type)_____ Revenue: $_____

   (Type)_____ Revenue: $_____

B. Other Sources (Specify each below) $_____

(Source)_____ Revenue: $_____

(Source)_____ Revenue: $_____

5. Total Anticipated Revenue $_____

NOTE: If No. 1 and No. 5 do not agree, an explanation should be attached.

FISCAL - 3

PILOT EXTERNAL DEGREE PROGRAM SUMMARY REPORT
ACTUAL PROGRAM EXPENDITURES

Institution_____ _____ Program Title_____

Location of Program_____

Period Covered by Summary: From_____ 19_____ To_____ 19_____

Submitted by_____ Date Submitted_____
(Name and Position)

EXPENDITURE AREAS	ACTUAL EXPENDITURES
Personal Services	
Instruction	
Faculty	
Reimbursed	
Extension	
Summer Session	
Graduate Assistants	
Student Assistants	
Work Study	
Technical	
Clerical	
Temporary Help	
Academic Support	
Student Services	
Student Advising	
Student Assistants	
Temporary Help	
Student Evaluations	
Students Assistants	
Temporary Help	

EXPENDITURE AREAS

ACTUAL EXPENDITURES

Personal Services (Continued)
Academic Support (Continued)
Library
Student Assistants
AV/TV Services
Student Assistants
Computing Services
Student Assistants

Institutional Support
Executive Management*
Project Developer
Project Coordinator
Project Evaluator
Student Assistants
Clerical
Temporary Help

Total Salaries and Wages

Staff Benefits
Retirement
OASDI
Health Insurance

Total Personal Services

Operating Expense and Equipment

Instruction
Supplies and Services
Equipment (Rented and Purchased)
Printing
Printing and Duplicating (On Campus)
Special Lecturers

* Charge only those items listed immediately below categories marked with asterisks.

FISCAL - 3

EXPENDITURE AREAS	ACTUAL EXPENDITURES
Operating Expense and Equipment (Continued)	
Instruction (Continued)	
Telephone	
Postage	
Travel (In-State)	
Academic Support	
Student Services	
Advising	
Supplies and Services	
Printing	
Travel	
Evaluations	
Supplies and Services	
Printing	
Travel	
Library	
Supplies and Services	
Postage	
AV/TV Services	
Supplies and Services	
Computing Services	
Supplies and Services	
Institutional Support	
Executive Management*	
Project Development	
Supplies and Services	
Printing	
Travel	
Project Coordination	
Supplies and Services	
Printing	
Postage	
Telephone	
Travel	

* Charge only those items listed immediately below categories marked with asterisks.

FISCAL - 3

EXPENDITURE AREAS	ACTUAL EXPENDITURES
Operating Expense and Equipment (Continued)	
Institutional Support (Continued)	
Project Evaluation	
Supplies and Services	
Printing	
Travel	
Service from Other Agencies	
Central Administration OH	
Campus Support OH	
Office of Continuing Education Support OH	
General Administrative Services*	
Space Rental	
Total Operating Expense and Equipment	
TOTAL EXPENDITURES	

* Charge only those items listed immediately below categories marked with asterisks.

FISCAL - 4

PILOT EXTERNAL DEGREE PROGRAM
COURSE REVENUE REPORT

Institution_____ Program Title_____

Location of Program_____

Period Covered by Report: From_____ 19_____ To_____ 19_____

Submitted by_____ Date Submitted_____
(Name and Position)

S = Summer Session Course E = Extension Course Department	Course Number[1]	Course Unit Value	Total Course Enrollment*	Authorized Fee Per Unit	Total Student Credit Hours Enrolled	Total Course Revenue	Level of Professor Appointed	Salary of Professor**
TOTALS	NA	NA		NA			NA	

[1]If more than one section is offered of a given course, report each section separately.
*Include all students enrolled in total, whether degree candidates or not.
**For reimbursed positions, do not include fringe benefits and include only the amount of the actual reimbursement costs to the External Degree Program.

GUIDELINES FOR ADMINISTRATION OF PROGRAMS

Parameters of Authorized Programs

The parameters of authorized programs are defined by the letter of authorization from the Chancellor to the president of the university or college, by Executive Order No. 166, relevant provisions of Title 5 of the California Administrative Code and the provisions of this manual.

Administration of Programs

The administration of pilot external programs is the responsibility of appropriate campus authorities. Administrative monitoring of pilot programs is the responsibility of the State University Dean for Continuing Education.

Respective Responsibilities of the Commission and the Office of the Chancellor

Once programs are authorized, the responsibilities of the Commission are limited to a monitoring of the evaluation process, review of evaluation reports, and consideration of proposals for modification of evaluation designs. Requests for substantive modification of the parameters of the project, once it has been authorized, will require the approval of the Chancellor, and should be submitted to the State University Dean for Continuing Education. Changes requiring authorization by the Chancellor are:

1. Additional extension courses to be authorized for residence credit;
2. Changes in fees;
3. Changes in geographic locations in which programs will be offered;
4. Changes in grading policies.

Fees

1. Regular extension and summer session fees are to be charged in external programs unless the letter of authorization from the Chancellor has established a special external degree program fee schedule.
2. Proposals for external degree programs must include a cost analysis. The analysis may indicate that it will be necessary to charge higher than usual fees because:
    a. The commitment to offer all required courses in a curriculum, on a prescribed schedule, may make it necessary to

hold some classes with low enrollments which, under usual extension practice, would be cancelled.

b. If regular faculty teach in an external program on an assigned-time basis (as part of their regular teaching loads), salary costs will be higher than could be supported by regular fees.

c. Other factors may increase costs, including, for example, the guidelines which suggest that 10% be allocated for evaluation of pilot programs.

3. If a special external degree program fee schedule is to be used, it should apply to all courses offered in a particular external degree program. Fees should be charged to cover costs for the total program. Some courses may operate at a loss and some at a profit. Fees should be set in terms of income vs. expenses for the total program.

4. Paragraph 3, above should not be interpreted to mean that all external degree programs offered by a campus must set the same fees. During the pilot project phase, at least, different fees may be set for each program. But the fees established for all the courses within a particular program shall be the same.

5. All students admitted into a course designated as an external degree course shall be charged the same fee, whether or not they are students who have been formally admitted to the program, and whether or not they are degree or certificate candidates.

6. Separate cost analyses shall be made for each external degree program and these analyses shall be included in the annual report to be made to the Commission and the Chancellor's Office. This information, likewise, shall be included in the Chancellor's annual report to the Board of Trustees regarding pilot external degree programs. (See Guidelines for Fiscal Evaluation of Pilot External Degree Programs.)

Residence Credit

1. Proposals for pilot external degree programs must include a list of courses to be designated by the Chancellor for residence credit. If new courses are added, the additions must be submitted to the State University Dean for Continuing Education for review and recommendation to the Chancellor for authorization.

2. The residence designation for courses offered in external programs shall be recorded on transcripts in the following manner:

a. No prefix designating classes as extension classes shall be used.

b. External courses shall be grouped under a heading similar to that used on many campuses for summer sessions.

c. Headings on transcripts under which external programs will be grouped shall be denoted with an asterisk which shall refer to a footnote on the transcript which shall say:

> "Credit earned in a continuing education program (extension or summer session) for residence credit pursuant to an external degree program." (See Section 12, "Guidelines for Admission, Advancement to Candidacy for the Degree, and Evaluation for Graduation in External Degree Programs.")

d. The following is illustrative of the above:

FALL SEMESTER - 1973
MPA PROGRAM - SANTA ANA*

PS411 Art of Administration	3	B	9
PS419 Adm. Org. & Processes	3	A	12

* "Credit earned in a continuing education program (extension or summer session) for residence credit pursuant to an external degree program."

3. All students enrolled in a course which is part of an external degree program shall receive residence credit, if the course has been designated for this purpose by the Chancellor, as described above. A student need not be a degree candidate, or have been admitted to the external degree program, in order to receive residence credit. He merely must be admitted to the class.

Enrollment in External Classes

The campus may restrict enrollment in external degree program classes to those who have been admitted to the external degree program, if it wishes. (See Guidelines for Admission, Advancement to Candidacy for the Degree, and Evaluation for Graduation in External Degree Programs elsewhere in this manual.) The nature of the "enrollment process" and the process for admitting students to external programs, advancing them to candidacy, and evaluating them for the degree should be described in the proposal. These may vary from program to

program on a single campus. For example, a program might be designed for and limited to employees of social agencies. In such instances, the campus should indicate whether others will be admitted "by special permission," "after all degree candidates have enrolled," etc., or "not at all."

Once a student has been admitted to a class, he will receive residence credit for it and will pay the fees charged for classes in that program.

Guidelines for enrollment, admission, advancement to candidacy, and evaluation for graduation are detailed and explicit. The reader is referred to the section of the manual on guidelines for admission.

Campus Administration of External Degree Programs

External degree programs which serve primarily adult part-time students, and which are financed through the Continuing Education fiscal mechanism, should be administered on each campus through the Office of Continuing Education.

EDUCATIONAL OPPORTUNITY AND FINANCIAL ASSISTANCE

GENERAL CONSIDERATIONS

External degree programs have been established to increase educational opportunities for adults who characteristically have not had access to traditional programs. Most wish to pursue higher degree or certificate programs to increase their job and career potential as well as broaden their level of knowledge and appreciation generally. Frequently, external students are persons for whom the traditional educational patterns were interrupted by economic or personal necessity, or those for whom higher education, in the generally accepted sense, was never a part of their life styles. Especially at the undergraduate level, these students tend to be older and possess significant family and/or personal responsibilities. The total group tends to include a fairly large percentage of women whose educations were interrupted by family concerns, and minorities and the poor, in general, for whom finances and/or educational backgrounds were negative factors.

Given these considerations the issue of offering parity of treatment to external students must include a consideration of fees and of financial aid needs. Proposals for pilot external degree programs must include consideration of how student costs are to be met. If fees and incidental costs are not to be paid by an employer or some other agency, the proposal should include procedures whereby needy students who otherwise qualify may be provided with financial assistance. Wherever the nature of the program suggests the possibility of drawing upon a new source of financial aid funds, every effort should be made to draw upon that source.

FEE STRUCTURE

The external student is liable for a fee amount which relates solely to his academic program. He does not pay for various student services, student body membership, and parking (in most instances). The typical per-semester cost for the external student is on the order of $280. The on-campus student carrying a similar course load can expect to pay fees approximating $125. Neither figure represents the total cost. Rather, they include the costs which are essentially common to each group. Transportation, child care, and incidental costs will vary with the individual and his circumstances. As a general rule, one might expect the total of such indirect costs to be less for the external student. This however, must not becloud the fact that there may be external students who must travel and incur significant additional costs not routinely identified.

Presently, most financial aid funds available to The California State University and Colleges are expended for full-time students. Students enrolled on at least a half-time basis are, however, eligible for aid where it is justified.

FINANCIAL AID

Financial aid is awarded on the basis of need. While a student's status (part-time/full-time, internal/external) may influence that need, it should not result in any categorical treatment. In determining if need exists and to what extent, it is necessary to consider relevant costs for a particular program (fees, travel, proportion of time involved, etc.) together with differences arising from personal factors. Once need is established, external degree students should be able to compete for whatever resources are available along with other students with similar need.

Under present statutes and regulations, most forms of financial aid can be made available to half-time students. (By July 1, 1973, students enrolled on at least a half-time basis will be able to qualify for federal grants as well as loans and work study.) Decisions concerning the amount and type of aid to be provided should take into account the employment status of external students (including homemaking responsibilities). A major objective should be the provision of sufficient assistance to permit an optimum level of involvement in the program.

As the search for better ways of relating higher education and the world of work progresses, it will be necessary to assess further the meaning of "full-time." Internships, etc., may be considered an integral part of a degree program and the amount and nature of financial aid may need to be more related to the compensation which may accompany "educational employment" than the number of "course-credits" a student carries.

A CHECKLIST

Each campus offering pilot external degree or certificate programs should give careful consideration to the nature of financial aid needs associated with each program. The following items are provided as a "checklist" of matters to be examined when this aspect of an external program is being developed:

1. Will the employer or some other external agency pay all or a significant portion of fees? If so, financial assistance will be required only in unusual circumstances.

2. What are the socio-economic characteristics of the target population? Do they suggest that financial aid need will be common? Uncommon?

3. Frequently, financial programs can be ameliorated simply by providing for "spreading" costs. Can a portion of campus emergency/short-term loan funds be made available to permit two or more installment payments during the term?

4. In some instances, the logistics of external programs permit external students to apply for financial aid in accordance with regular procedures. Where this is not possible, have provisions been made to permit "late" filing? Where a special need is anticipated, is it possible to reserve or earmark a minimum amount?

5. Generally, loans are the most appropriate form of aid for external students since they are frequently employed and rarely demonstrate the level of need which would merit the inclusion of grant aid in their packages. Does campus policy permit half-time students to apply for other types of loan aid? If so, are external students receiving equal treatment? (It is assumed that instances of full-time enrollment by external students will result in their being considered for <u>all</u> forms of aid.)

6. Wherever employment is (or might be) contributory to program objectives, consideration should be given to utilization of the Federal College Work-Study Program (especially off-campus) as a means of providing both financial aid and educational work experience. Has this been done?

7. External program planners should be aware that present federal legislation, if funded, would provide significant increases in grant aid. Have steps been taken to stay attuned to developments on this front? This is a most important area as it may well lead to new program possibilities as well as additional aid for existing programs.

8. Have special financial aid funding sources been explored thoroughly? Federal and state funding programs for particular target groups? Service clubs, etc.?

9. The campus financial aid office establishes typical budgets for various categories of on-campus students: married, single, resident, commuter, type of housing, etc. Have external program personnel assisted financial aid personnel in developing similar budgets related to each external program?

10. Have steps been taken to ensure that the annual process of application for financial aid funds includes input concerning existing and projected external degree and certificate programs.

From time to time, as experience is gained, the Commission will request "feedback" to determine if there are special needs or problems not recognized initially. The Commission will attempt to assist in the sharing of experiences among the colleges.

VARIOUS MODELS FOR EXTERNAL DEGREE PROGRAMS
A Summary and Attempt to Categorize

Any system of categorization will be arbitrary. The one chosen is not necessarily better than others which might have been chosen. The categories are not necessarily mutually exclusive.

IA A PROGRAM OF EXAMINATION AND CERTIFICATION: Instruction not Offered

The University of the State of New York (the State Department of Education Board of Regents) offers such programs leading to the AA degree and a bachelor's degree in Business. Degrees, and credit toward degrees, are awarded by examination. USNY also evaluates transcripts from other institutions and credits them toward the Regent's degree. There are no residence requirements. Experience with the AA degree indicates that most credits are earned from courses taken in established institutions. Less than half are earned by examination. Feasibility for California is now being studied. New York tests are being validated and "normed" in CSUC classrooms in the fields of Business.

IB A PROGRAM OF EXAMINATION AND CERTIFICATION: An Instructional Program (Optional) Is Available either from the Institution, Itself, or from a Cooperating Institution

Several such programs are in a proposal stage. A variation, currently in operation, is the external program leading to the MA in Humanistic Psychology (Clinical Emphasis) at California State College-Sonoma. Under one variation, groups of students (10-12 in number) who have spent from a semester to a year in the Graduate Extension Program in Humanistic Psychology (non-degree) at CSC-Sonoma develop a proposed curriculum built around internship experiences and non-credit extension courses taught by adjunct instructors (professionals in psychology and psychiatry in the San Francisco Bay Area). Curriculum proposals are brought to a faculty member in the Psychology Department who is requested to serve as advisor to the group. He and the group negotiate regarding the proposed curriculum. When they are in agreement the curriculum is presented to the Psychology Department. If approved, the program is authorized. Instruction takes place off campus in a variety of settings, as do the internship experiences. The only responsibility of the faculty, once the curriculum has been reviewed and approved, is to provide a faculty advisor who meets with the group regularly. Instruction is by adjunct professors. At the end of the year the student presents himself and his portfolio documenting what he has done for the year to an Examination Board which includes a member of the Psychology Department, the student's internship supervisor, and a psychologist who is

not a member of the Sonoma faculty. The degree (or credit toward the degree) is awarded on the basis of the examination.

IC A PROGRAM OF EXAMINATION AND CERTIFICATION: Assessment of Education and/or Training Received from Non-Academic Agencies or Institutions

Credit toward the degree would be awarded on the basis of educational programs offered by public agencies or large corporations. Such an awarding of credit would be based on a periodic review of the program by members of the faculty including, possibly, revisions in the curriculum in order to meet faculty requirements for the awarding of credit.

IIA INDEPENDENT STUDY WITH PERIODIC SEMINARS: A Prescribed Curriculum but No Established Calendar

Such programs would be comparable to the University of Oklahoma program leading to the BLS and MLS degrees. Students engage in independent study at home and pass an examination before being eligible to participate in a seminar. Students are not held to a schedule. (Ordinarily, a student would be expected to complete the requirements in one area of study within one year following which he would attend a two-week seminar on campus or at a designated location.) When enough students in a given area have completed the home-study requirements and have passed the examination, a seminar is scheduled. Typically, these take place during the summer, but not always. In the course of the equivalent of four years of undergraduate study a student will spend four two-week periods on campus in seminars.

IIB INDEPENDENT STUDY WITH PERIODIC SEMINARS: Prescribed Curriculum and Course Calendar

This format is similar to the one utilized in the BLS program at Syracuse University. Students are required to come to campus for two weeks of summer seminars for four successive years. Admission to the seminars is dependent upon the passing of examinations in the appropriate fields of study.

This format is similar, also, to one under preparation at CSC-Sonoma, an upper division program leading to a BA degree with a major in Liberal Studies. Within the general requirements of the major, students must specialize in one of the following: History, English Literature, or Philosophy. Admission to the program will be limited to those who have first completed a home-study course in the methodology of the area of their

specialization--e.g., historiography. Once admitted, students will engage in four years of guided home-study combined with four successive one-week intensive seminars. Each year, the first semester of home-study will be within a selected historical period. The second semester of work will be an independent study project in that field. The summer seminars will be built around student projects and will employ faculty from the several disciplines.

The fact that students will be required to be on campus only one week per year, during the summer, suggests that the Sonoma project may be one which can serve students without regard to their geographic locations within the State.

A similar program, at both the baccalaureate and master's level, is under consideration at CSC-Dominguez Hills.

IIC INDEPENDENT STUDY: Individually Tailored Curriculum

At Bard College such a program is described as one under which persons for whom a regular college residency program is not feasible may work toward a college degree at home, or in connection with their jobs. Students must have completed two years of college or its equivalent and be over 23 years of age. Individual courses of study are planned in consultation with faculty committees.

A CSUC campus might develop a proposal for an external program in several majors. The student "contract" could be based upon a combination of independent study, study and preparation for earning credit by examination, and enrollment in courses at CSUC institutions and elsewhere.

Inquiries regarding the method by which CSUC requirements could be met through such a proposal should be directed to the Commission Office.

IIIA GROUP AND INDEPENDENT LEARNING INTERMIXED: No Fixed Curriculum

This is the Antioch model which is being employed by the member institutions of the Union for Experimental Colleges and Universities. There is no fixed timetable or curriculum. The educational program will consist of a combination of courses, assistanceships, internships, field experiences, independent study, individual and group projects, the use of tele-lecture, video-tape, programmed courses, and travel. The culminating requirement is "a major contribution"--a published article, a book, a painting, etc.

It would take some ingenuity to fit such a program into Title 5 requirements. But, it can be done. Commission staff is available to consult with faculty members interested in developing such a program. The first step would be to develop the conceptual framework for the program.

IIIB GROUP AND INDEPENDENT LEARNING INTERMIXED: Intermixture of Prescribed and Unstructured Curricula

The principal model for this category is the newly established Empire State College of the State University of New York. A student must demonstrate successful progress to achieve "the equivalent of an appropriate number of semester hours" by any combination of one or more of the following means:

1. Independent study designed by the student and his faculty advisors.

2. Satisfactory completion of studies prepared by the faculty of the college and offered through various combinations of the newer educational technologies.

3. Satisfactory completion of studies available at one or more of the campuses of SUNY (or when approved by the faculty) at other institutions.

Award of the degree is based on the faculty's satisfaction that "the educational sequence pursued by the student is a sufficiently coherent and progressive process to satisfy normal academic requirements." Nonetheless, the essential criterion is that the student's curriculum "has been designed to meet the individual needs and objectives of the student."

Learning Centers eventually will be established on most or all of the SUNY campuses.

Options open to the student range from "student contracts" with mentors to the completion of requirements by course work, or by examination. The "most open" option is one in which the degree would be awarded "when mentor certification indicates accomplishment equivalent to the structured curriculum." In the fully structured program, the degree would be awarded on the basis of "the accumulation of the appropriate number of course credits."

The SUNY material states: "Any individual student's program would probably be a blending of both options with the largest number probably taking an equal mix of both options, although a few individuals might complete their entire requirement by following one or the other extreme."

Instructional resources provided will include: Correspondence; tutorially guided independent study; tutorially guided study based on a student contract; educational television, media supplements; examination; campus residency; experimental study.

The Mundelein Model: A special program at Mundelein College in Chicago, entitled the Mandala, is designed to offer students an alternative to the traditional course-for-credit system of American college education. A student may combine a wide range of learning experiences including regular courses, independent study, apprenticeships, travel, and related work, in a program which reflects his own sense of what it means to be educated in the contemporary world. A student creates his own program and submits it in the form of a proposal to the entire membership of Mandala, which is made up of Mundelein students and faculty with collective responsibility for Mandala's education program. All members of Mandala must be full-time students at Mundelein. Members of Mandala may earn a Bachelor of Arts degree from Mundelein, but they do so apart from the general Mundelein degree requirements for the accumulation of credit hours.

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Variations of such proposals would seem to be possible within CSUC.

For example, assume the following:

1. Fifty students are to be admitted to a mentorial program which will lead to a BA with a broad field major in the "Social Sciences."

2. Each student will earn six units per semester.

3. The unit fee will be $35 per semester unit, providing total revenue of $10,500 in one semester.

4. The student-teacher ratio will be 10:1.

5. Each faculty member assigned 10 students will receive quarter-time reimbursed assigned-time.

6. Assigned-time costs--on the basis of which the college would be reimbursed--are computed at an average figure of Assistant Professor, Class II, Step 3 ($1,452 per each of five instructors, or a total of $7,260). (1972-73 Salary Schedule)

7. The net income, after payment of salaries, would be $3,240 for one semester (31% of revenue) to cover overhead costs.

If faculty were to engage in this activity as an extension teaching overload, a course fee of $30 per semester unit would be sufficient and would produce 33% of revenue available for overhead.

The foregoing illustration does not include the possibility that students would take some of their work through enrollment in extension courses or enrollment in classes at other colleges. The payment to the faculty member would not be for instruction but for serving as a mentor. Presumably, students would move from mentor to mentor through the program depending upon the field in which they would be studying in a given semester.

IV CONSULTATION, SUPERVISION, AND ASSESSMENT OF COMPETENCY DEMONSTRATED IN ON-THE-JOB PERFORMANCE

Partial credit for the degree might be granted for participation in such a program.

Another proposal under consideration at CSC-Sonoma is an MA program in Early Childhood Education in which a major portion of the program will be devoted to this kind of consultation and assessment. On-the-job consultation will be combined with required seminars and other more traditional academic experiences.

V TRADITIONAL EXTENSION INSTRUCTION

Traditional extension classes offer three hours per week of classroom instruction for 15 weeks for three semester hours of credit. Variations could include the spending of less clock-time in the classroom with the expectation that sutdents will spend more time outside of class in specified independent study activities. For example, a decision might be made to hold a seminar which would meet on Saturdays once a month for five hours at each meeting. This would represent 20 class hours instead of 45. In order to bring the total student time up to 135 hours (under the old format, 45 class hours, plus two hours of study outside of class for each hour in class, or a total of 135) it would be necessary to establish requirements for students which, on the average, would require approximately six independent study hours for each hour in class. This would mean a total of 30 hours of outside activity preparation for each seminar session, or something in the neighborhood of seven hours per week.

VI REGIONAL CAMPUSES

The illustration of a regional campus would be the Chico program at Redding where four separate pilot external projects are offered on the campus of Shasta College. In addition, Chico offers baccalaureate programs in Public Administration at Susanville and Marysville.

VII WEEKEND COLLEGE

An external weekend college (which might be conducted on campus) would offer all of the upper division (or graduate) requirements for the degree in a given major, or majors. The schedule would enable the student who takes six units per semester to earn the degree in a four- or five-year period.

A variation of the weekend use of the campus is discussed under category IX, "Uses of Media."

VIII THE EVENING COLLEGE

The external evening college is one in which all requirements for the degree would be offered in the manner described in the preceding category, the "Weekend College."

IX USES OF MEDIA

Among the possibilities are:

1. Tele-lecture

Several centers (some of which do not have enough potential students to support a class of their own) are tied together utilizing telephone company amplification equipment. This is two-way equipment which permits interaction between all of the interconnected centers. One option is for the instructor to be "live" at a different center each week. For distances of 40-50 miles, the line cost and equipment rental costs are amortized by the addition of each additional four or five students.

Another possibility is the use, with the tele-lecture, of the electronic remote blackboard. This equipment tends to be somewhat expensive and it may be less expensive to arrange for the coordinated use at each center of overhead projectors.

2. Video

a. One possibility is currently in use at Chico. A Saturday class is televised live from the Redding Education Channel to clusters of students gathered at seven or eight centers all over Northern California. They vicariously participate in the live interaction between instructor and student. In addition, there are provisions for telephoned questions or comments to come from each of the centers and to be treated "live" during the telecast.

b. A variation of this, which may be tried at Chico, is for the Redding class to be televised live three Saturdays out of four to viewers in their homes. On the fourth Saturday the members of the class will gather on the Chico campus for a three-hour session. Students will be held to all usual course requirements.

c. Another variation is to videotape actual class sessions and to play them on cable or (when available) open channels with the instructor available (either on or off the air, preferably the former) to respond to telephoned questions and comments at the end of the taped class session.

d. Another variation, when feasible, would be the live telecasting (to cable outlets, or open channel stations) of on-campus classes. Viewers would enroll as external students. At the end of the regular class session it might be possible for the instructor (preferably on camera) to field questions, from external students, which would be broadcast to the other viewers. Faculty members would receive extension pay or assigned-time. For example, an individual teaching a three-unit course which is telecast to external students would receive six units of teaching credit.

e. Another option is a traditional one of "packaging" a course and putting it into a "can." This can be combined with any variation of "live" classroom contacts required. A major problem is the high cost of producing such courses.

QUESTIONS REGARDING EXTERNAL DEGREE PROGRAMS AND COMMISSION RESPONSES

Representatives of the Commission have consulted with faculty and administrators on most of the campuses of The California State University and Colleges. This document consists of a series of questions which they have been asked, and their responses.

WHAT KINDS OF MODELS FOR EXTERNAL DEGREE PROGRAMS ARE WE TALKING ABOUT?

"Are you simply talking about moving regular offerings off campus? "Are you merely talking about the off-campus transplantation of classroom instruction?"

This is certainly one possibility. As a matter of fact, most proposals are likely to be of this type because this approach to instruction is the one with which faculty are most familiar and comfortable. In addition, many faculty feel this is the best available model.

On the other hand, other types of models will be proposed. The Commission document, "Various Models for External Degree Programs," arbitrarily categorizes 14 types of external degree models. These models range from the highly innovative to the highly traditional. All of these, including traditional instruction, are potential models which would be supported by the Commission, if they were approved by an individual campus after completion of the normal academic consultative processes.

WHAT DO YOU MEAN BY "PILOT PROJECTS"?

Pilot projects will be academic programs which will be established to test the developer's (and the campus') assumption that quality instruction can be offered and that quality learning will take place within an external degree program structure. The goals of the program must be stated in terms which can be evaluated and the program must be subjected to evaluation. The pilot project will have a specified beginning and ending date and the manner in which it will be evaluated must be stated in advance. Its incorporation as a "permanent" part of the instructional program of the campus will be dependent upon the results of the evaluation.

WHO WILL ESTABLISH PILOT PROJECTS?

Pilot projects will be established by individual campuses. While the Commission hopes that every university and college will eventually have pilot programs,

the fact remains that the establishment of these programs will be dependent upon the initiative of each institution. Pilot programs will not be imposed on them.

HOW LARGE WILL PILOT PROJECTS BE?

The size and type of pilot projects cannot be determined, in advance, by the Commission as this will depend upon what is proposed by the individual institutions. However, the Commission can report what is being considered on some of the campuses. One campus is considering:

1. Five "learning centers" (utilizing primarily public school facilities now used for extension courses) within which will be offered four or five Liberal Arts majors. The number of majors (and the fields to be chosen) will be determined after more information is obtained from the market survey now under way. For some classes, either to assure adequate enrollment or to serve relatively remote areas, there may be use of tele-lecture and electronic remote blackboard equipment. Or, depending upon the diagnositc information obtained from the market survey, some students, in order to get all of the classes they need, may have to attend on-campus Saturday classes.

2. A separate curriculum is under consideration for a professionally-oriented program to serve ethnic minorities in one of the areas served by a university. These would be individuals who are currently employed as paraprofessionals in social, health, law enforcement, and educational agencies. This may be primarily a "professional certificate" program. Individuals in this program who want to and who are able to obtain a degree might enroll in supporting Liberal Arts subjects offered in that area as part of the "comprehensive program" described under number 1, above.

3. A separate master's degree program in Management will be offered in one of the areas.

Whether, from a financial standpoint, these will be established as three separate programs, each of which must be financially self-supporting, or whether these programs will be planned as a single unit, with income and costs equalized, will be determined by the campus administration.

Another institution is considering two separate programs:

1. A program in Public Administration

2. A program designed to serve paraprofessionals employed in social service agencies.

One program under consideration would serve as few as thirty individuals. Others are projected to serve in excess of one thousand. In other words, there are no strictures on the size of pilot projects. In each case, evidence of fiscal feasibility will be required.

HOW MANY PILOT PROJECTS MAY A CAMPUS HAVE?

As indicated above, some pilot projects may be "comprehensive," in that they will offer a variety of majors. Others may be single-purpose. Each proposal will be considered on its own merits. There is no reason why an individual campus may not have several projects.

WHAT ABOUT RESIDENCE CREDIT REQUIREMENTS?

The Board of Trustees has amended Title V of the California Administrative Code to authorize the Chancellor to designate specified courses in approved external degree programs, offered through extension, as courses which "shall be offered for residence credit." While the authority for designating courses which shall be offered for residence credit rests with the Chancellor, his designation will be in response to proposals which have been made by an individual campus.

WON'T THE GIVING OF RESIDENCE CREDIT FOR EXTENSION COURSES RESULT IN A LOWERING OF QUALITY?

The Commission does not think so. If the faculty of a campus approve a proposal they, obviously, also will not think that there will be a lessening of quality. But, this is an assumption which must be tested. It will be tested, as each pilot program will be subjected to rigorous evaluation.

The Commission's assumption that there will not be a lowering of quality is based on the following argument:

> There will be an important difference between instruction offered in external degree programs and typical extension instruction. Extension, typically, consists of a series of discrete, unrelated offerings. Usually, there is no continuous, ongoing evaluation of the students. It is difficult to provide an ongoing evaluation of the "curriculum" because, typically, there is no cohesive program within which an identifiable group of faculty work with an identifiable group of students.
>
> The Commission envisions external degree programs as programs in which, typically, the instructors will be members of the regular faculty teaching on a reimbursed assigned-time basis as part of their regular teaching loads. The program must be carefully enough planned and "costed out" so that an advance commitment will be

made to student and faculty member alike that the course will be held. The typical problem of having an extension course "make" will not be faced. There will be a cohesive program in which a common group of faculty will work with a common group of students and in which there will be continuous evaluation of students and curriculum alike.

In addition, the learning which takes place in these programs will be evaluated more systematically than is typically the case for on-campus programs.

WHAT ABOUT APPROVAL OF NEW MAJORS FOR EXTERNAL DEGREE PROGRAMS?

Many, or maybe even most, of the programs offered within the external degree structure will be in majors which have already been approved by the campus. However, the diagnosis of special needs may indicate the desirability of establishing new majors or options which are not included in the campus master plan.

The Standing Orders of the Board of Trustees have been amended to streamline procedures for approval of new majors and to authorize the offering of majors not included in the campus master plan. If pilot programs are found to be successful, their permanent inclusion in the master plan of a campus will follow the usual procedures.

WHAT ABOUT PILOT PROGRAMS IN MAJORS WHICH ARE ALREADY IN THE CAMPUS MASTER PLAN?

The major difference between these programs and pilot programs which would propose new majors, will probably be in the procedures followed at the local level. If a proposal is for a major which is already approved, the consultative procedures at the campus level might be less complex than for programs which propose new majors. However, the Commission emphasizes that these decisions are decisions which must be made at the campus level.

WHAT ABOUT COORDINATING COUNCIL REVIEW?

The review, comment and advice of the Coordinating Council for Higher Education is required if:

1. The proposed program is not in a field already included in the campus master plan, and

2. If the proposed program is included in the list of fields which require CCHE review before a program may be included in a campus academic master plan. (Typically, "core" programs commonly offered on most campuses are not included on this list and do not require CCHE review.)

HOW WILL EXTERNAL DEGREE PROGRAMS BE FINANCED?

It is intended, at this time, that these programs be part of the Continuing Education fiscal structure; i.e., that they will be self-supporting. This decision has been made at this time as the result of what the Commission believes to be a realistic appraisal of available options. It is possible that modest state support may become available for waiving the fees of students unable to pay all or part of the fee costs.

WHO WILL TEACH IN EXTERNAL DEGREE PROGRAMS?

The answer to this question will be made at the local level. There are three options:

1. Regular faculty members as part of their regular teaching loads, with no loss in compensation or other benefits, will teach in external degree programs on an assigned-time basis which provides for reimbursement to the campus;

2. Faculty members who choose to will teach in external degree programs, in addition to their regular teaching loads, in accordance with the regulations which now govern their teaching in the extension program, at existent extension salary scales;

3. Programs could be planned within which both of the foregoing possibilities take place.

While the Commission has not adopted any "regulations" with respect to the foregoing, it is its recommendation that educational quality is more likely to be assured if at least a "core" of those faculty members involved in an external degree program are regular faculty members teaching on a reimbursed assigned-time basis as part of their regular teaching loads.

Of course, in addition to the use of regular faculty, some campuses find it educationally advantageous to use, as part of their instructional staff in external degree programs, some individuals who are not members of the regular faculty. This would most likely happen, the Commission thinks, in programs which are professionally oriented.

WHAT ABOUT THE FEES WHICH WILL BE CHARGED FOR EXTERNAL DEGREE PROGRAMS?

Existent extension fees will not be sufficient to reimburse a campus for regular faculty who teach in external programs as part of their regular teaching loads. For that reason, the Standing Orders of the Board of Trustees have been amended to give the Chancellor the authority to establish the fee for each individual pilot program. While this authority is vested in the Chancellor, he

exercises it only in response to proposals for pilot programs made by individual campuses in which those campuses recommend the fee required to make the project fiscally feasible.

WILL SOME COURSES HAVE A DUAL FEE STRUCTURE?

In other words, in a given course will some students (external degree candidates) be charged one fee and other students (those who are not candidates) be charged another? The answer is, "No." Of course, as indicated above, whether or not students who are not "external degree candidates" will be admitted to these courses will depend on the regulations established for the pilot program as specified by the campus in its proposal.

HOW WILL FACULTY TEACHING IN EXTERNAL DEGREE PROGRAMS BE REPLACED?

Will the teaching resources for on-campus instruction be reduced if faculty teach in external programs as part of their regular loads? The answer is, "No." Funds obtained from extension fees will be used to replace a faculty member for the fraction of his time in which he is teaching in external degree programs. For example, if the equivalent of four faculty members in a department is teaching in external degree programs, funds will be available to add four additional faculty members to that department.

IS THERE A DANGER OF EROSION OF EDUCATIONAL QUALITY?

The answer is, "Of course, there is such a risk." There are always such risks when something new is tried. There are also opportunities for the enhancement of quality. There is the potential that on-campus instruction could profit from successful experimentation, off campus, with new models.

BUT WHAT ABOUT THE DANGERS?

That's why The California State University and Colleges is establishing pilot projects. That's why these projects will be more rigorously evaluated than on-campus programs which have the support of tradition.

Proposals which are developed must be developed on the assumption that quality instruction will take place, and that quality learning will result.

A determination of the probability that a program will be of a high level of academic quality will be the initial responsibility of the proposing campus. The determination of whether or not that probability is fulfilled will be made on the basis of a rigorous, systematic evaluation of the project; and evaluation of the degree to which the goals of the project, as established by the campus have been met. Decisions regarding the continuation of pilot

programs will be made conjointly by the campus and the Chancellor's Office. No programs which have not been adjudged by the campus to be successful will be continued beyond the pilot phase.

"WHAT'S IN IT FOR FACULTY?"

This is a decision which must be made by each faculty member for himself. Many faculty will undoubtedly decide that there is "nothing in it for me." No faculty members will be required to teach in external degree programs. Some faculty members will find this an opportunity to work with a group of people with whom they cannot now work. Others will find the opportunity to "try out" new models of instruction, new approaches to teaching, which possibly are not now available to them on campus because of the greater flexibility which will be available to external degree programs. These will be individual decisions. The only generalization which is possible is that participation in external degree programs will not "cost" faculty members anything.

Some departments may find external degree programs a vehicle for the strengthening of the department. The addition of faculty members made possible by the fraction of "assigned-time" of others, may make it possible to add to the diversity of specializations within the department in the same way as is accomplished by the addition of faculty in order to service General Education programs. Some departments which are experiencing a decrease in enrollment may find this to be a way of "saving" positions.

Some faculty or departments may find within the flexibility of the external degree program an opportunity to experiment, to learn from the experimentation, and to justify and to apply what they have learned to a modification of on-campus instruction.

HOW LONG WILL PILOT PROGRAMS LAST?

The unsuccessful programs may not last beyond the first year. Each program will be evaluated each year, in accordance with the guidelines for evaluation established by the Commission. Some programs may be obviously so successful that by the end of the second year the institution will be recommending their inclusion as a permanent part of the campus structure. Some of the answers to these questions must await the experience out of which they will evolve. In general, however, the Commission anticipates a five-year period for pilot programs. The typical student who has completed the equivalent of two years of college will take from three to four years to complete his work. It would seem, therefore, that a full evaluation would take at least that long. The matter becomes complicated. At the end of the first year a judgement is going to have to be made as to whether the evidence available at that time

indicates sufficient potentiality for success to warrant the admission of new, beginning students. If the success of the program (in terms of all the criteria of quality heretofore discussed) is adjudged uncertain, at the end of the first year, or the second, the admission of a new cycle of students ought to be questioned.

WHAT KIND OF COMMITMENT MUST BE MADE TO STUDENTS?

Only those commitments should be made which can be kept, obviously. Hopefully, a campus will be able to make the commitment to a group of students admitted to a program that they will be able to finish the program, assuming that they have met their commitments as students and have performed at satisfactory levels. If there are to be contingencies to the commitment, they should be explicitly stated.

HOW ABOUT ASSIGNED TIME FOR PLANNING AND DEVELOPMENT?

Some of the campuses have sufficient money in their Continuing Education Campus Program Development Reserve to finance such activity. Some campuses have little or none. Some of the funds must literally be kept "in reserve" as insurance against the always-present danger of "running a deficit" in a self-support program. The possibility of funding from this resource should be discussed with the Dean of Continuing Education on each campus.

WILL EACH PROGRAM HAVE TO STAND ON ITS OWN, FINANCIALLY?

In general, the answer at this time is, "Yes." It will be up to each campus to decide whether or not each individual project from that campus will have to "stand on its own," or whether several projects from a campus, collectively, will have to stand together on their own.

The Continuing Education Campus Program Development Reserve, referred to above, will constitute "a rainy day fund." However, Deans of Continuing Education will want to stand guard against the unanticipated use of this fund for this purpose. Some campuses, in consultation with the Dean of Continuing Education, may choose to plan to use monies from this fund to partially underwrite pilot programs with a planned deficit.

HOW CAN SELF-SUPPORT PROGRAMS SERVE MINORITY GROUPS AND THE POOR?

The Commission is concerned about this problem. It is aware that the programs planned, if they are to be self-supporting, will serve only "a segment of the segment not now being served;" that segment which is well enough off financially to pay extension fees. It is exploring a variety of sources of funding to pay the extension fees for people in this category, including joint

financing by those public agencies whose personnel would be served. Indications regarding the availability of funds for this purpose cause the Commission to be optimistic that pilot programs can be financed in this way. Out of the pilot experience, the Commission believes, will come better long-term answers. First there must be a demonstration of the need, and a demonstration that the need can be met. The Commission believes that the pilot programs will serve this purpose.

WHAT ABOUT INDIRECT COSTS?

To what extent will external degree programs place demands on campus services in excess of the demand currently placed on them by extension? What about library, audio-visual, student personnel, admissions and records, and business services? The Commission is seeking financing for a study of this problem. Individual institutions may want to include provisions for some of the larger and more obvious costs, in excess of what is now being done with extension programs, in the fee structure they propose for pilot projects. On the whole, however, an adequate understanding of the nature and amount of these costs will come as a result of an analysis of the operation of pilot programs.

HOW DO WE KNOW THERE IS A NEED?

The study, "The Need for External Degree Programs in California," conducted by the Commission with the help of a grant from the EXXON Foundation, substantiates a clear need in every geographic area of the State.

WHY SHOULD STATE UNIVERSITIES AND COLLEGES WITH LARGE ENROLLMENTS IN DEGREE-GRANTING EVENING PROGRAMS BECOME INVOLVED?

The answer is, "Maybe they should not." Several of the state universities in metropolitan areas make it possible for students to earn degrees with majors in many different fields exclusively through enrollment in evening programs. It may be that these campuses are meeting the needs of their area. Certainly, programs should not be established through the external degree structure which would compete with the regular programs of an institution. The market survey shows, however, that there are needs which are not being met. Possibly, in some instances, there are relatively remote areas (by time, if not distance) which are not being served by a metropolitan campus with an evening program. There are special needs which can be met only through external degree programs. Possibly the external degree model offers the opportunity, in professional areas, to more effectively integrate the work experiences of students with their educational experiences. Or, in some instances, perhaps there are cultural groups for whom the "psychological distance" from the campus is too great, for whom, at least initially, neighborhood-based programs would fill the need. Or, possibly a campus

in this category might become involved only as part of a consortium offering instruction, perhaps primarily in professional areas, to employees of state agencies.

Perhaps such campuses will become involved only through small, special purpose programs. Or, perhaps they will not become involved at all.

HOW ABOUT TRAVEL TIME FOR FACULTY GOING TO DISTANT POINTS?

Under existent regulations this could not be allowed. However, students being served in areas remote from a campus have advising needs which cannot be satisfied through the on-campus office hours of faculty members. A faculty member teaching a three-unit course in such a remote area could, under existent regulations, be given four units of assigned-time, one unit being assigned to him for counseling responsibilities. The cost of such additional assigned-time for a faculty member would have to be considered, of course, in developing the fee structure which would be required to make a given pilot project economically feasible.

IS THE COMMISSION A PERMANENT BODY?

No. The Commission will probably be dissolved in 1974-75. It is a body which is advisory to the Chancellor. It has no administrative responsibilities and it seeks none. It believes it can be most effective as an advisory group. Prior to going out of existence, at the end of the pilot project phase, it will offer to the Chancellor its recommendations regarding the administrative structure which it believes could best serve external degree programs. After 1974-75 many of the functions currently assigned to the Commission will be transferred to the Division of Continuing Education in the Office of the Chancellor.

WHO WILL ADMINISTER PILOT PROJECTS?

The responsibility of the Commission, during the pilot project phase of external degree programs, will be to monitor the evaluation of these programs, and make recommendations to the Chancellor. It will not have administrative responsibility for the programs. Responsibility for the quality of external programs is vested in the individual campus, as is the case with internal programs. Responsibility for the administrative monitoring of external programs is assigned to the State University Dean for Continuing Education.

WILL EXTERNAL DEGREE PROGRAMS BE OCCUPATIONALLY ORIENTED, PRIMARILY?

It is hoped that instruction in the external programs of The California State University and Colleges will be no more occupational in emphasis than on-campus programs. It is assumed that the need for programs of a liberal education off campus may even be greater, relatively, than on campus.

However, the emphasis will be determined, in the final analysis, by the kinds of pilot programs which are proposed by the individual campuses.

WHAT IS ANTICIPATED IN THE WAY OF SPECIAL CERTIFICATE PROGRAMS?

The appropriate answer to this question will become clearer after needs are more adequately assessed, including further information regarding the purpose which special or professional certificates might serve. For example, if a special curriculum is designed for state agencies (or businesses), the agency might make the decision that a professional certificate could be one of the prerequisites for certain occupational classifications.

In some instances, professional certificates could be awarded to individuals who complete the professional or occupational major sequences, but who do not enroll in (or satisfactorily complete) the related liberal arts requirements which would warrant the granting of a bachelor's degree. Or, in some instances, professional certificates could be awarded for the completion of professional or occupational sequences by individuals who already hold a bachelor's or master's degree and who are not interested in another degree. Proposals for certificate programs conducted via Continuing Education should be submitted to the Commission only if it is intended that extension courses be offered for residence credit. Off-campus approval is not required for certificate programs based entirely on extension credit.

WILL THERE BE A SPECIAL DEGREE FOR EXTERNAL PROGRAM GRADUATES?

There will not. Some institutions such as Syracuse, Harvard, and the University of Oklahoma, as examples, have established special degrees which are known as degrees which are earned through external programs. This will not be done in The California State University and Colleges. It has been determined that in The California State University and Colleges the educational quality of external programs leading to degrees shall be comparable to or superior to the same or similar programs offered on campus. The "credibility" of these degrees will be dependent upon involvement of regular faculty members and on rigorous evaluation of the results of the program.

WHAT ABOUT THE USE OF TECHNOLOGY?

It is the belief of the Commission that, at this time, our "hardware" capability outstrips our "software" capability. The Commission hopes that there will not be a "headlong rush" into the use of electronic technology without adequate evaluation of the quality of the instructional material available. The Commission assumes that faculty will want to ensure, in any instructional pilot programs, that there is adequate opportunity provided for student-faculty and student-student interaction.

A number of possibilities are still to be explored regarding the use of technology which would maximize this kind of interaction. In this regard, the Commission will be seeking and sharing with the faculties the best information and advice it can obtain.

While the Commission tends to have a degree of skepticism about the extent to which education can be "mechanized," it also hopes that pilot programs will explore the possibility that students, particularly adult students, are capable of a great deal more independent learning than is assumed by our traditional instructional models, and that there may be ways of more efficiently and more excitingly using faculty resources.

WILL THE CALIFORNIA STATE UNIVERSITY AND COLLEGES GRANT DEGREES SOLELY BY EXAMINATION?

This would certainly not seem to be a short-range possibility. Whether or not it ever becomes a possibility will depend upon the results of long-range, in-depth studies conducted by faculty of The California State University and Colleges. More needs to be known regarding the distinguishing characteristics of college graduates in given fields. Faculty members will want more evidence that existent instruments for assessment adequately measure all of the important aspects of "the college experience." The fact that the Commission will be seeking funding for studies of this sort does not mean that it assumes that the study will result in "degrees by examination."

On the other hand, studies must be conducted for the purpose of determining how to adequately and equitably grant "credit by evaluation." Particularly in occupational and professional areas, attention must be given to ways of evaluating experience.

As with all other external degree approaches, whatever will be decided will be the result of full faculty deliberation.

WHEN WILL EXTERNAL DEGREE PROGRAMS BE REGULARIZED?

Another way in which the question has been asked is, "External degree programs--flexibility or chaos?" During the experimental pilot project phase of development, diversity should be maximized and a full spectrum of experiences subjected to evaluation. Obviously, in the long run, some degree of regularization and standardization should be required. These decisions should be based on the experience earned during the period of pilot experimentation.

"IF I WANT TO PROPOSE A PROGRAM, WHAT DO I DO?"

A faculty member interested in proposing a pilot program should:

1. Talk to his chairman and/or dean in his own school and/or department.

2. Discuss his proposal with the vice president for academic affairs and the dean of continuing education.

3. Review the materials in this manual.

4. Consultation with the Commission staff is possible at any point during the developmental phase.

5. The goals of the project should be stated by the proposers in terms which are as operational as possible.

6. An individual competent in the field of evaluation and research, and not involved in the project, should be selected as project evaluator.

7. Before the goals of the project are adopted in final form, they should be discussed with the evaluator. His purpose will not be to modify the substance of the goals but to help the proposers to state them in terms which can be subjected to evaluation.

8. Project developers should consult with the dean of continuing education in developing the budget and proposing the fee structure.

9. Take the proposal through the usual on-campus consultative channels.

10. If a proposal receives on-campus approval, it should be submitted to the Commission through the president.

APPENDIX

LIST OF ACADEMIC PROGRAMS SUBJECT TO REVIEW OF COORDINATING COUNCIL FOR HIGHER EDUCATION

AGRICULTURE and NATURAL RESOURCES

Agriculture, general
Agronomy (field crops, and crop management)
Soils science (management and conservation)
Animal science (husbandry)
Dairy science (husbandry)
Poultry science
Fish, game, and wildlife management
Horticulture (fruit and vegetable production)
Ornamental horticulture (floriculture, nursery science)
Agricultural and farm management
Agricultural economics
Agricultural business
Food science and technology
Forestry
Natural resources management
Agriculture and forestry technologies (baccalaureate and higher programs)
Range management

ARCHITECTURE and ENVIRONMENTAL DESIGN

Environmental design, general
Architecture
Interior design
Landscape architecture
Urban architecture
City, community, and regional planning

BIOLOGICAL SCIENCES

Plant pathology
Plant pharmacology
Pathology, human and animal
Pharmacology, human and animal
Marine biology
Radiobiology
Nutrition, scientific (excludes nutrition in home economics and dietetics)
Neurosciences

BUSINESS and MANAGEMENT

Hotel and restaurant management

COMMUNICATIONS

Journalism (printed media)
Radio/television
Communication media (use of videotape, films, etc., oriented specifically toward radio/television)

COMPUTER and INFORMATION SCIENCES

Data processing
Computer programming

EDUCATION

Administration of special education
Education of the mentally retarded
Education of the gifted
Education of the deaf
Education of the visually handicapped
Speech correction
Education of the emotionally disturbed
Remedial education
Special learning disabilities
Education of the physically handicapped
Education of the multiple handicapped
Pre-elementary education (kindergarten)
Educational statistics and research
Educational testing, evaluation and measurement
Reading education (methodology and theory)
Art education (methodology and theory)
Music education (methodology and theory)
Mathematics education (methodology and theory)
Science education (methodology and theory)

Driver and safety education
Health education (include family life education)
Business, commerce, and distributive education
Industrial arts, vocational, and technical education

ENGINEERING

Engineering, general
Aerospace, aeronautical and astronautical engineering
Agricultural engineering
Architectural engineering

Bioengineering and biomedical engineering
Chemical engineering (include petroleum refining)
Petroleum engineering (exclude petroleum refining)
Civil, construction, and transportation engineering
Electrical, electronics, and communications engineering
Mechanical engineering
Geological engineering
Geophysical engineering
Industrial and management engineering
Metallurgical engineering
Materials engineering
Ceramic engineering
Textile engineering
Mining and mineral engineering
Engineering physics
Nuclear engineering
Engineering mechanics
Environmental and sanitary engineering
Naval architecture and marine engineering
Ocean engineering
Engineering technologies (baccalaureate and higher programs)

FINE and APPLIED ARTS

Dramatic arts
Dance
Applied design (ceramics, weaving, textile design, fashion design, jewelry, metalsmithing, interior decoration, commercial art)
Cinematography
Photography

FOREIGN LANGUAGES

Foreign languages, general (includes concentration on more than one foreign language without major emphasis on one language)
Italian
Chinese
Japanese
Latin
Greek, classical
Hebrew
Arabic
Indian (Asiatic)
Scandinavian languages
Slavic languages (other than Russian)
African languages (non-Semitic)

HEALTH PROFESSIONS

Health professions, general
Hospital and health care administration
Nursing (baccalaureate and higher programs)
Dentistry, D.D.S. or D.M.D. degree
Dental specialities (work beyond first-professional degree, D.D.S. or D.M.D.)
Medicine, M.D. degree
Medical specialities (work beyond first-professional degree, M.D.)
Occupational therapy
Optometry
Osteopathic medicine, D.O. degree
Pharmacy
Physical therapy
Dental hygiene (baccalaureate and higher programs)
Public health
Medical record librarianship
Podiatry (Pod.D. or D.P.) or podiatric medicine (D.P.M.)
Biomedical communication
Veterinary medicine (D.V.M. degree)
Veterinary medicine specialities (work beyond first-professional degree, D.V.M.)
Speech pathology and audiology
Chiropractic
Clinical social work (medical and psychiatric and specialized rehabilitation services)
Medical laboratory technologies (baccalaureate and higher programs)
Dental technologies (baccalaureate and higher programs)
Radiologic technologies (baccalaureate and higher programs)

HOME ECONOMICS

Home economics, general
Home decoration and home equipment
Clothing and textiles
Consumer economics and home management
Family relations and child development
Foods and nutrition (include dietetics)
Institutional management and cafeteria management

LAW

Law, general

LETTERS

Teaching of English as a foreign language
Religious studies (exclude theological professions)

LIBRARY SCIENCE

Library science, general

PHYSICAL SCIENCES

Molecular physics
Nuclear physics
Pharmaceutical chemistry
Astronomy
Astrophysics
Atmospheric sciences and meteorology
Paleontology
Oceanography
Metallurgy

PUBLIC AFFAIRS and SERVICES

Parks and recreation management
Social work and helping services (other than clinical social work)
Law enforcement and corrections (baccalaureate and higher programs)
International public service (other than diplomatic service)

SOCIAL SCIENCES

Archaeology
Criminology
Demography

THEOLOGY

Theological professions, general
Religious music
Biblical languages
Religious education

INTERDISCIPLINARY STUDIES

General liberal arts and sciences
Biological and physical sciences
Humanities and social sciences
Engineering and other disciplines